The **DISD + IFL Network for School Improvement (NSI) Vision of Collaborative Work 2022-23** (see page 2) represents both our current NSI work and our aspirations for optimal network functions and activities for the 2022-23 school year. In order to build shared understanding, we drafted a plan for how leaders occupying different positions in our respective organizations could play strategic roles in advancing the NSI work. We invite you to reflect on this vision for the work and comment and/or suggest edits and elaborations.

The focus of our NSI work is to Identify and eliminate the inequities and low achievement African American students, Latino/a students, low-income students, emergent multilingual learners, and students with special needs have long experienced in critical literacy skills, but are very much needed for success in college, career, and community. The **network aims** to create and support a culture of continuous improvement that is (1) centered in data and research and (2) aiming for equity in outcomes.

Our collaborative continuous improvement work with ELAR teachers and instructional leaders is anchored in the **DISD + IFL NSI Instructional Model**:
- An arc of lessons that move from reading comprehension to analysis or interpretation to constructed response; invite students to write in a variety of genres.
- Attention to text and task selection: cognitively demanding, relevant to students' experiences, engage students and leverage funds of knowledge and identities.
- Student-centered routines: text annotation, quick write, pair-trio share, charting, gallery walk, and whole group discussion.
- Amplifications and adaptations for specific student populations (e.g., EML, SwSN, other students requiring specialized support) that do not decline cognitive demand and leverage funds of knowledge (e.g., reading with students, using students' other language(s), etc.).

Teachers work collaboratively with their school-based colleagues and IFL coaches to plan and reflect on **Instructional Tests of Change (TOC)** aligned with the **Dallas + IFL NSI Instructional Model** described above. Teachers test instructional changes and reflect on their effectiveness based on observations, student perspectives (through exit tickets), and analysis of student work. Teachers reflect on instructional tests of change in network events including school-based professional learning community meetings and whole network convenings.

Testing instructional changes anchored in the **DISD + IFL NSI Instructional Model** is designed to increase student access to **Just & Equitable Literacy Instruction.** By **Just & Equitable Literacy Instruction** we mean curriculum, instruction, and assessment that: (1) builds cognitive capacity, (2) affirms students' identities and utilizes funds of knowledge, (3) works to eliminate historically oppressive practices, and (4) redresses opportunity gaps.

We offer a **Foundations of Just & Equitable Literacy Instruction Webinar** series to engage school team members in learning opportunities related to key principles of **Just & Equitable Literacy Instruction**, including implicit bias, stereotyping, microaggressions, deficit thinking, and trauma-informed education, that will help them to build a foundation of knowledge for conducting **just and equitable literacy instruction** in their classrooms and schools. This substantive knowledge also creates a strong basis for the entire network to implement equity-centered pedagogical practices.

We collaborate to plan and engage in **Learning Walks,** a routine where instructional leaders from DISD and IFL visit classrooms together to reflect on uptake of the **DISD + IFL NSI Instructional Model** in participating teachers' classrooms. The focus is not on the efficacy of particular teachers, but rather the progress of instructional change at the school or network level.

We will plan a series of **Network Events** aimed at building teacher and systemic capacity for continuous instructional improvement including:
- **Whole network convenings** where school teams have opportunities to learn about the **NSI Instructional Model** and share what they are learning from their adaptations and tests of change with colleagues at other schools
- **Professional learning community** meetings where IFL coaches support school teams working collaboratively to identify, plan, and reflect on changes that make literacy teaching more student centered
- **Leadership sessions** where IFL meets in bi-monthly convenings with the NSI school and district leaders to discuss supporting the NSI work in participating schools.

DISD + IFL NSI Vision of Collaborative Work 2022-23

Continuous Improvement for Equity Process:	NSI Hub [IFL in collaboration with DISD ILCs] aligns to district goals and adapts NSI TOCs to district ELAR curriculum and projects	NSI School Teams work collaboratively to identify, plan, & reflect on TOCs that make teaching more student centered & support spread with schools	Teachers *in collaboration with their students* test, refine, and review NSI initiated TOCs to create student-centered ELAR classrooms	APs + NSI Coordinators monitor progress toward student-centered ELAR TOCs & identify school level barriers	Principals create school level conditions for NSI TOCs to thrive	EDs + ILCs create paths for the NSI work to progress & create coherence with other district initiatives	Superintendent, Assoc. Superintendent, T & L Chief & Dep. Chiefs, + School Leadership Chief & Dep. Chiefs create & refine system structures to support student-centered ELAR instruction
Planning + Doing *Strategic identification of Instructional TOCs and related supports*	Design and lead opportunities for teachers to learn the **NSI Instructional Model** in **Network Events** Curate instructional resources (e.g., task sheets) to be used in **Instructional Tests of Change (TOC)**	Collaboratively plan sequenced student-centered ELAR instructional tasks & slides Develop adaptations to **NSI Instructional Model** and **Instructional Tests of Change (TOC)**	Test adaptations to **NSI Instructional Model** and **Instructional Tests of Change (TOC)** in their classes Enact **Foundations of Just & Equitable Literacy Instruction**	Collaborate on 9-week Instructional Plan Calendars that incorporate NSI work Organize **Learning Walks** (e.g., scheduling, communications) focused on the enactment of the **Just & Equitable Literacy Instruction**	Create conditions for NSI work in the schools (foundational school culture; create school teams; schedule school team work; orchestrate **Learning Walks**) Communicate focus on **Just & Equitable Literacy Instruction**	Align NSI work to in-progress activities and district priorities Communicate focus on **Just & Equitable Literacy Instruction**	Create coherent ELAR curriculum, assessment, and evaluation systems that support the **NSI Instructional Model** Support & participate in the adult learning approach (**Network Events** + **Learning Walks**) Communicate focus on **Just & Equitable Literacy Instruction**
Reflecting + Adapting *Systematic, data-based reflection on Instructional TOC*	Introduce data tools (e.g., Quick Write Tool, Exit Tickets, Student Work Protocol, etc.) teachers can use in **Instructional Tests of Change (TOC)**	Make sense of teacher collected student data for adopt-adapt-abandon decisions	Document instructional adaptations & collect data on enactment	Identify school and district barriers and communicate to principals	Help resolve within school barriers; Communicate district policy barriers; and identify & follow up on next steps from **Learning Walks**	Create paths for the NSI work to progress and expand including creating opportunities for partnerships between the NSI and other district programs Respond to barriers that get identified by school teams	
Learning/ Sharing *Identification & distribution of learning about student-centered literacy TOCs*	Consolidate and spread network learning generated through **Instructional Tests of Change (TOC)** Track relationship between uptake of **NSI Instructional Model** & student achievement Provide webinars on **Foundations of Just & Equitable Literacy Instruction**	Actively participate in **Network Events** / complete and share bridges-to-practice Engage in webinars on **Foundations of Just & Equitable Literacy Instruction** Communicate NSI progress and successes in **Network Events**	Complete pre-event learning work / bridges-to-practice Engage in webinars on **Foundations of Just & Equitable Literacy Instruction** Communicate NSI progress and successes in **Network Events**	Actively participate in **Network Events** / complete & share bridges-to-practice Communicate NSI progress & success in **Network Events** Initiate opportunities for professional learning	Initiate opportunities for professional learning Actively participate in **Network Events** and **Learning Walks** Communicate NSI progress and successes in district forums Integrate best practices into district policy and artifacts		

Other reactions, comments, and/or reflections: