

Brownsville Independent School District
Skinner Elementary - TIP
2022-2023 Targeted Improvement Plan



Campus Number: 031901112

Board Approval Date: December 13, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. Rene Gutierrez
Roni Louise Rentfro

Principal: MaryEllen Rodriguez
ESC Case Manager: Rocio Ausucua
ESC Region: 1

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Roni Louise Rentfro

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Dolores Cisneros-Emerson

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: MaryEllen Rodriguez

Table of Contents

- Data Analysis 4
 - Student Achievement 4
 - School Progress 4
 - Closing the Gaps 5
 - Subject Areas and Student Groups 6
- Essential Actions 7
 - Cycles 1-3 8
 - Cycle 4 8
- Cycles 9
 - Cycle 1 - (Sept – Nov) 10
 - Cycle 2 - (Dec – Feb) 15
 - Cycle 3 - (Mar – May) 21
 - Cycle 4 - (Jun – Aug) 23
- Campus Grant Funding Summary 24
- Student Data 25
 - Student Achievement and Closing the Gaps 26
 - Academic Growth 26
- Addendums 26

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Skinner Elementary received an "A" Accountability Rating for the 2021-2022 school year. We are targeting Domain I on Student Achievement this year in order to maintain the "A" Rating. Our target group is third grade and supporting our teachers with instructional needs.

School Progress

What accountability goal has your campus set for this year?

This current school year, we are focusing on Domain 2A and targeting the Student Growth in fourth and fifth grade . This was primarily our last year's goal and we identified the 72 students that had STAAR tested in 3rd and 4th grade and showed significant growth in all tested areas.

Closing the Gaps

What accountability goal has your campus set for this year?

Skinner Elementary barely met the Federal Accountability TELPAS rating of 36% this year. We are preparing to increase the TELPAS overall rating to 42% this year by working diligently to identify the areas of need in the four domains for each of our Emergent Bilinguals. The teachers are implementing SIOP strategies, using Ellevation, Summit K-12, I-Ready, and language supports to help our EB.

Our Special Education population is receiving Lexia supports and additional class remediation.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Our Reading and Math in Fourth grade are this year's target for student performance. Last year, the third grade students in math scored a 48% passing in approaches and 59% met approaches in Reading. Therefore, these are our students that will be monitored very closely this year.

If this population receives the support and focus throughout the year with interventions and remediations, there should be significant growth in Domain 2A and we should see students increase their Meets and Masters levels by at least a 10%.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Our Reading and Math in Fourth grade are this year's target for student performance. Last year, the third grade students in math scored a 48% passing in approaches and 59% met approaches in Reading. Therefore, these are our students that will be monitored very closely this year.

If this population receives the support and focus throughout the year with interventions and remediations, there should be significant growth in Domain 2A and we should see students increase their Meets and Masters levels by at least a 10%.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices:

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Although the campus did not meet any of the student performance goals, there was growth, even with Special Education students, compared to the first district Checkpoint formative assessment. Skinner students struggled with the new question types and, for math, there was a district-wide issue with the Math scope and sequence versus the checkpoint TEKS that were assessed. Teachers have already been addressing these 2 root causes for lower student performance and we expect to continue to see growth.

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Although it was not a selected prioritized focus area for improvement in the Effective Schools Framework, the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments is at the beginning of implementation level. There are various areas the need improvement in this essential action aside from the fact that we will working collaboratively with Instruction Partners to improve on this area. The data obtained from Instruction Partners also corroborated with our decision to focus on this essential action.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? We will use the Instruction Partners cohort support this year, to help us ensure our lesson plans and assessments are aligned and at the right level or rigor. Instructional partners will provide face to face observations and online coaching for our team. Instructional partners will help administration build capacity to support teachers in the planning and delivery of high quality, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: With the help of Instructional Partners, we will ensure our staff is aware of our priorities in our beginning of year staff professional development week. We will revisit our focus on lesson planning and rigorous assessments at our grade level meetings, data meetings, round-up meetings, and faculty meetings. To create buy-in teachers will have an opportunity to voice concerns and key points on what should be seen in the classroom. This will be reflective through weekly Newsletters, conferences with students and administration after assessments and through student monitoring charts. Transparency is vital for the success of the essential action. Using funding sources for additional planning time and collaboration will also allow for stakeholders buy-in.

Desired Annual Outcome: EA 4.1: By May 2023, at least 5 of the 6 3rd-5th grade math and reading teachers will create well-rounded lessons with 1) aligned objectives 2) activities and 3) formative assessments. This will be evidenced by lesson plan and walkthrough feedback on a monthly basis by campus instructional leaders utilizing Eduphoria and the Skinner Elementary Lesson Plan Checklist.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include frameworks with aligned assessments (CBMs) and integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the teachers should be able to provide strong instruction that improves student achievement.

Desired 90-day Outcome: By November 2022, campus instructional leaders will train and support 100 % of the 3rd-5th grade math and reading teachers on quality lesson plan design that includes 1) aligned objectives 2) activities and 3) formative assessments and 50% of the teachers will implement these elements in their lesson plans and instruction as evidenced by Eduphoria and the Skinner Elementary Lesson Plan Checklist.

District Actions: Instructional Partners will conduct campus PD in August 2022 to provide teachers an overview of the leadership support available to them in order to have aligned lessons and and reflect on high quality instruction. The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating VIP and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle through campus visits and classroom walkthroughs.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100 % of the 3rd-5th grade math and reading teachers were trained on quality lesson plan design that includes 1) aligned objectives 2) activities and 3) formative assessments. At least 50% of the teachers implemented these elements in their lesson plans and instruction as evidenced by Forethought data and the Skinner Elementary Lesson Plan Checklist.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The Campus Leadership team currently does not have a checklist for lesson plans. Hence, they will need to meet to collaborate and create a lesson plan checklist that identifies quality lesson plan design by including 1) aligned objectives 2) activities and 3) formative assessments.	Action Step 2	The Campus admin. team will need to meet to collaborate and create a lesson plan checklist that identifies quality lesson plan and will help us calibrate all the same "look for" in our classroom walkthroughs.

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership Team will provide training to all teachers on quality lesson plan designs.</p> <p>Evidence Used to Determine Progress: Agendas from the PD training, evaluation summaries submitted by the teachers from the PD.</p> <p>Person(s) Responsible: Campus leaders and instruction partners</p> <p>Non-Funded Resources Needed: Campus leaders and instruction partners</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 18, 2022 - Frequency: One Time - Evidence Collection Date: August 18, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Initially done in August 2022</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership team will meet to collaborate and create a lesson plan checklist that identifies quality lesson plan design by including 1) aligned objectives 2) activities and 3) formative assessments.</p> <p>Evidence Used to Determine Progress: Walkthroughs documented through Eduphoria and the Skinner Elementary Lesson Plan Checklist</p> <p>Person(s) Responsible: The Campus Leadership team</p> <p>Non-Funded Resources Needed: Skinner Elementary Lesson Plan Checklist</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 26, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The CLT is still working on the drafting of a campus checklist and it should be finalized for the Spring semester.</p>

Step 3 Details	Reviews
<p>Action Step 3: The Campus Leadership team will train the teachers with the lesson plan checklist that identifies quality lesson plan design by including 1) aligned objectives 2) activities and 3) formative assessments.</p> <p>Evidence Used to Determine Progress: Agendas from the meeting, sign in sheets, evaluations from the PD session from the participants</p> <p>Person(s) Responsible: Campus Leadership team</p> <p>Non-Funded Resources Needed: lesson plan checklist created by administration</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: One Time - Evidence Collection Date: October 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The CLT has shared the draft of the checklist information with the teachers to get their input into the final version.</p>
Step 4 Details	Reviews
<p>Action Step 4: The Campus Leadership team will conduct classroom walkthroughs based on a monthly calendar schedule.</p> <p>Evidence Used to Determine Progress: Eduphoria Strive will document the walkthroughs conducted by administrator.</p> <p>Person(s) Responsible: Campus Leadership team</p> <p>Non-Funded Resources Needed: monthly calendar schedule</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Met</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on the findings of the Effective Schools Framework Diagnostic Final Report, our leadership team determined that effective classroom routines and instructional strategies are areas of need in our campus. Despite the fact that the teachers submitted their lesson plans, there is lack of evidence that each minute of class is meaningful and purposeful to maximize instruction from entrance to exit. Additionally, there is little to no evidence that IEP goals, EB goals, and other diverse learning needs are addressed to demonstrate mastery during the lesson execution.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Working with Instruction Partners, campus administration will be trained on the components of effective classroom routines and instructional strategies. Campus administrators and leadership team will be trained on the key components of a lesson plan and verify teachers are using effective instructional strategies in the classroom that mirror what is written on paper (lesson plan). Instructional partners will have training sessions to offer implementation support and continue to coaching face-to-face and virtually throughout the school year. This program will help build teacher capacity in the planning and delivery of effective instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff continues to receive support and professional development on effective classroom and instructional strategies at our weekly grade level meetings and our after-school faculty meetings. Our administration team will share the findings of the Effective Schools Framework Diagnostic Report with the staff and engage them in reflective conversations over the instructional strategies that are being utilized in the classroom. Community members and families will be informed of our focus in our meet the teacher night, monthly calendar of events, and through social media. We will create buy-in by regularly meeting with the teachers and value their input, as well as making the necessary adjustments based on their feedback.

Desired Annual Outcome: EA 5.1: By May 2023, campus instructional leaders will provide training and ongoing support so that at least 5 of the 6 3rd-5th grade reading and math teachers effectively use research-based teaching practices that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. This will be evidenced for at least 5 of the 6 teachers being proficient on the ratings on a monthly basis.

District Commitment Theory of Action: If the DCSI and campus Assistant Superintendent as well as the C&I Department Specialists and program Lead Teachers, provide the needed training and on-going coaching for campus leadership teams and teachers to support the implementation of the best classroom practices for differentiation and supports for struggling learners, then improvement in instructional practices should improve student academic performance.

Desired 90-day Outcome:

By end of November 2022, the Campus Leadership Team will train 100% of 3rd-5th grade reading and math teachers in the use of specific research-based teaching practices that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. Leaders will create a schedule with weekly observations and feedback, and conduct 5-10 weekly walkthroughs utilizing the Instruction Partners Classroom Observation Rubric at a 25% fully meets standards on a monthly basis.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating VIP and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle through campus visits and classroom walkthroughs.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of 3rd-5th grade reading and math teachers were trained in the use of specific research-based teaching practices that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. At least 25% teachers were using Think-turn-talk, R.A.C.E., math manipulatives, and/or fluency strategies during classroom walkthroughs.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The Leadership team is having to adjust to new duties and responsibilities, since a Dean is not available on campus. Administration has to learn to manage a daily schedules of classroom observations and provide teachers with a training on specific strategies that promote critical thinking skills and student discourse opportunities as well as differentiation for special populations.	Action Step 1	This will be critical in order to lay the foundation for our yearly goals and expectations in each classroom.

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership Team, supported by Instruction Partners, will collaborate and plan specific strategies that promote critical thinking skills and student discourse opportunities as well as differentiation for special populations.</p> <p>Evidence Used to Determine Progress: This will be evidenced by the Instruction Partners Classroom Observation Rubric in conjunction with the Eduphoria walkthrough template at 25% rating on a monthly basis.</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Non-Funded Resources Needed: Instruction Partners Classroom Observation Rubric and the Eduphoria walkthrough template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p> <p>Funding Sources: Instruction Partners contracted services - 6200-Professional and contracted services - \$11,818</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: During August and September</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership Team will meet and collaborate to create a calendar and feedback walkthrough schedule.</p> <p>Evidence Used to Determine Progress: We will use the Instruction Partner's walkthrough rubric in conjunction with the Eduphoria walkthrough form to monitor specific strategies that promote critical thinking skills and student discourse opportunities as well as differentiation for special populations.</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Non-Funded Resources Needed: Instruction Partner's walkthrough rubric and Eduphoria walkthrough form</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Calendar was created</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus administrators will provide professional development sessions during grade level and faculty meetings to demonstrate the key components of an effective lesson plan that includes high quality instructional strategies and materials to meet the needs of diverse learners.</p> <p>Evidence Used to Determine Progress: Agendas & sign in sheets & evaluations</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Non-Funded Resources Needed: Time to attend the trainings and substitutes to cover classes is a possibility.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: subs - 6100-Payroll - \$500</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The AP worked with teachers on the math area and the principal worked with teachers on the ELAR.</p>
Step 4 Details	Reviews
<p>Action Step 4: The Campus leadership team will attend professional development and return to the campus to train teachers and provide support to the with: (Opening activity, Guided Practice, Independent Practice, and Closure) taking into consideration the needs of diverse learners and how to maximize instructional time. We will revisit this topic in on-going CLT meetings, grade level meetings and PD sessions.</p> <p>Evidence Used to Determine Progress: Grade level agendas, sign in sheets, evaluations</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Non-Funded Resources Needed: Funds for CLT to attend PD through Region I</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 30, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: PD from Region I for CLT - 6400-Other operating costs - \$1,400</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Initially done for the Gradual Release in August and is in the weekly news letter and agenda updates and recommendations.</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Although it was not a selected prioritized focus area for improvement in the Effective Schools Framework, the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments is at the beginning of implementation level. There are various areas the need improvement in this essential action aside from the fact that we will working collaboratively with Instruction Partners to improve on this area. The data obtained from Instruction Partners also corroborated with our decision to focus on this essential action.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? We will use the Instruction Partners cohort support this year, to help us ensure our lesson plans and assessments are aligned and at the right level or rigor. Instructional partners will provide face to face observations and online coaching for our team. Instructional partners will help administration build capacity to support teachers in the planning and delivery of high quality, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: With the help of Instructional Partners, we will ensure our staff is aware of our priorities in our beginning of year staff professional development week. We will revisit our focus on lesson planning and rigorous assessments at our grade level meetings, data meetings, round-up meetings, and faculty meetings. To create buy-in teachers will have an opportunity to voice concerns and key points on what should be seen in the classroom. This will be reflective through weekly Newsletters, conferences with students and administration after assessments and through student monitoring charts. Transparency is vital for the success of the essential action. Using funding sources for additional planning time and collaboration will also allow for stakeholders buy-in.

Desired Annual Outcome: EA 4.1: By May 2023, at least 5 of the 6 3rd-5th grade math and reading teachers will create well-rounded lessons with 1) aligned objectives 2) activities and 3) formative assessments. This will be evidenced by lesson plan and walkthrough feedback on a monthly basis by campus instructional leaders utilizing Eduphoria and the Skinner Elementary Lesson Plan Checklist.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include frameworks with aligned assessments (CBMs) and integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the teachers should be able to provide strong instruction that improves student achievement.

Desired 90-day Outcome: By February 2023, campus instructional leaders will train and support 100 % of the 3rd-5th grade math and reading teachers on quality lesson plan design that includes 1) aligned objectives 2) activities and 3) formative assessments and at least 4 of the 6 teachers will implement these elements in their lesson plans and instruction as evidenced by Forethought and the Skinner Elementary Lesson Plan Checklist weekly.

District Actions: Instructional Partners will continue to provide leadership support to the campus leadership in support teacher development of aligned lessons and reflect on high quality instruction. The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating VIP and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle through campus visits and classroom walkthroughs.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Campus Leadership team may have a challenges determining which teachers need re-training after reviewing lesson plans using the lesson plan checklist that identifies quality lesson plan design by including 1) aligned objectives 2) activities and 3) formative assessments.	Action Step 2	By collaboratively reviewing any plans of teachers that do not meet the checklist criteria and then determine individualized re-training as needed.

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership team will meet to refine the lesson plan checklist that identifies quality lesson plan design by including 1) aligned objectives 2) activities and 3) formative assessments.</p> <p>Evidence Used to Determine Progress: Lesson plan checklist sample lesson plans</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Lesson plan checklist</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership team will review lesson plans using the lesson plan checklist that identifies quality lesson plan design by including 1) aligned objectives 2) activities and 3) formative assessments and re-train teachers as needed on the components.</p> <p>Evidence Used to Determine Progress: Lesson plan checklist sample lesson plans</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Lesson plan checklist</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: The Campus Leadership team will conduct classroom walkthroughs to determine which teachers need re-training on planning and implementing quality lesson plan design by including 1) aligned objectives 2) activities and 3) formative assessments.</p> <p>Evidence Used to Determine Progress: Walkthrough reports</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Walkthroughs</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Weekly - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Provide training during the campus professional development day and during planning sessions on STAAR 2.0 formatted formative assessments aligned to the daily objectives.</p> <p>Evidence Used to Determine Progress: Meeting agendas with notes</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Scheduled meetings STAAR 2.0 information</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: Stipends - 6100-Payroll - \$1,200</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on the findings of the Effective Schools Framework Diagnostic Final Report, our leadership team determined that effective classroom routines and instructional strategies are areas of need in our campus. Despite the fact that the teachers submitted their lesson plans, there is lack of evidence that each minute of class is meaningful and purposeful to maximize instruction from entrance to exit. Additionally, there is little to no evidence that IEP goals, EB goals, and other diverse learning needs are addressed to demonstrate mastery during the lesson execution.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Working with Instruction Partners, campus administration will be trained on the components of effective classroom routines and instructional strategies. Campus administrators and leadership team will be trained on the key components of a lesson plan and verify teachers are using effective instructional strategies in the classroom that mirror what is written on paper (lesson plan). Instructional partners will have training sessions to offer implementation support and continue to coaching face-to-face and virtually throughout the school year. This program will help build teacher capacity in the planning and delivery of effective instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff continues to receive support and professional development on effective classroom and instructional strategies at our weekly grade level meetings and our after-school faculty meetings. Our administration team will share the findings of the Effective Schools Framework Diagnostic Report with the staff and engage them in reflective conversations over the instructional strategies that are being utilized in the classroom. Community members and families will be informed of our focus in our meet the teacher night, monthly calendar of events, and through social media. We will create buy-in by regularly meeting with the teachers and value their input, as well as making the necessary adjustments based on their feedback.

Desired Annual Outcome: EA 5.1: By May 2023, campus instructional leaders will provide training and ongoing support so that at least 5 of the 6 3rd-5th grade reading and math teachers effectively use research-based teaching practices that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. This will be evidenced for at least 5 of the 6 teachers being proficient on the ratings on a monthly basis.

District Commitment Theory of Action: If the DCSI and campus Assistant Superintendent as well as the C&I Department Specialists and program Lead Teachers, provide the needed training and on-going coaching for campus leadership teams and teachers to support the implementation of the best classroom practices for differentiation and supports for struggling learners, then improvement in instructional practices should improve student academic performance.

Desired 90-day Outcome: EA 5.1 By end of February 2023, the Campus Leadership Team will continue to train 100% of 3rd-5th grade reading and math teachers in the use of specific research-based teaching practices that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. Leaders will create a schedule with weekly observations and feedback, and conduct 5-10 weekly walkthrough as evidence by at least 3 of the 6 teachers fully meets expected standards on a monthly basis.

District Actions: The DCSI and Principal's Supervisor will continue to collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle through campus visits and classroom walkthroughs.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Time for collaboration with CLT, IP staff, and curriculum specialists to create these exemplar lesson plans for ELAR for grades 3-5.	Action Step 3	It is the commitment to accomplish this by including as an action step that should help us address the time challenge.

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership Team, supported by Instruction Partners, will collaborate and work on dissection of the specific strategies that promote critical thinking skills and student discourse opportunities as well as differentiation for special populations found in sample teacher lesson plans.</p> <p>Evidence Used to Determine Progress: Meeting agendas with notes Handouts Sample lesson plans</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Handouts Sample lesson plans</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: Instruction Partners staff - 6200-Professional and contracted services - \$11,818</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus leadership team will provide professional development to teachers and provide support to the with: (Opening activity, Guided Practice, Independent Practice, and Closure) taking into consideration the needs of diverse learners and how to maximize instructional time during on-going CLT meetings, grade level meetings and PD sessions.</p> <p>Evidence Used to Determine Progress: Training agenda with handouts and sign-in</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Handout for Opening activity, Guided Practice, Independent Practice, and Closure</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: Substitutes - 6100-Payroll - \$1,200, Stipends - 6100-Payroll - \$1,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus leadership team will collaborate with IP and curriculum specialists to create exemplar lesson plans for ELAR for grades 3-5.</p> <p>Evidence Used to Determine Progress: sample exemplar ELAR lessons</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: Lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Coaching of campus leadership by Instruction Partners and the Principal's Supervisor on refining the feedback provided to teachers on walkthroughs and classroom observations to improve implementation of practices that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations.</p> <p>Evidence Used to Determine Progress: samples of refined feedback walkthroughs</p> <p>Person(s) Responsible: Principal's Supervisor DCSI Principal</p> <p>Non-Funded Resources Needed: Feedback documentation</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Although it was not a selected prioritized focus area for improvement in the Effective Schools Framework, the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments is at the beginning of implementation level. There are various areas the need improvement in this essential action aside from the fact that we will working collaboratively with Instruction Partners to improve on this area. The data obtained from Instruction Partners also corroborated with our decision to focus on this essential action.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? We will use the Instruction Partners cohort support this year, to help us ensure our lesson plans and assessments are aligned and at the right level or rigor. Instructional partners will provide face to face observations and online coaching for our team. Instructional partners will help administration build capacity to support teachers in the planning and delivery of high quality, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: With the help of Instructional Partners, we will ensure our staff is aware of our priorities in our beginning of year staff professional development week. We will revisit our focus on lesson planning and rigorous assessments at our grade level meetings, data meetings, round-up meetings, and faculty meetings. To create buy-in teachers will have an opportunity to voice concerns and key points on what should be seen in the classroom. This will be reflective through weekly Newsletters, conferences with students and administration after assessments and through student monitoring charts. Transparency is vital for the success of the essential action. Using funding sources for additional planning time and collaboration will also allow for stakeholders buy-in.

Desired Annual Outcome: EA 4.1: By May 2023, at least 5 of the 6 3rd-5th grade math and reading teachers will create well-rounded lessons with 1) aligned objectives 2) activities and 3) formative assessments. This will be evidenced by lesson plan and walkthrough feedback on a monthly basis by campus instructional leaders utilizing Eduphoria and the Skinner Elementary Lesson Plan Checklist.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include frameworks with aligned assessments (CBMs) and integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the teachers should be able to provide strong instruction that improves student achievement.

Desired 90-day Outcome: By May 2023, campus instructional leaders will train and support 100 % of the 3rd-5th grade math and reading teachers on quality lesson plan design that includes 1) aligned objectives 2) activities and 3) formative assessments and at least 5 of the 6 teachers will implement these elements in their lesson plans and instruction as evidenced by Eduphoria and the Skinner Elementary Lesson Plan Checklist.

District Actions: The DCSI and Principal's supervisor will collaborate with the CLT to provide needed district supports and will help monitor progress by meeting with the CLT to review their evidence.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on the findings of the Effective Schools Framework Diagnostic Final Report, our leadership team determined that effective classroom routines and instructional strategies are areas of need in our campus. Despite the fact that the teachers submitted their lesson plans, there is lack of evidence that each minute of class is meaningful and purposeful to maximize instruction from entrance to exit. Additionally, there is little to no evidence that IEP goals, EB goals, and other diverse learning needs are addressed to demonstrate mastery during the lesson execution.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Working with Instruction Partners, campus administration will be trained on the components of effective classroom routines and instructional strategies. Campus administrators and leadership team will be trained on the key components of a lesson plan and verify teachers are using effective instructional strategies in the classroom that mirror what is written on paper (lesson plan). Instructional partners will have training sessions to offer implementation support and continue to coaching face-to-face and virtually throughout the school year. This program will help build teacher capacity in the planning and delivery of effective instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff continues to receive support and professional development on effective classroom and instructional strategies at our weekly grade level meetings and our after-school faculty meetings. Our administration team will share the findings of the Effective Schools Framework Diagnostic Report with the staff and engage them in reflective conversations over the instructional strategies that are being utilized in the classroom. Community members and families will be informed of our focus in our meet the teacher night, monthly calendar of events, and through social media. We will create buy-in by regularly meeting with the teachers and value their input, as well as making the necessary adjustments based on their feedback.

Desired Annual Outcome: EA 5.1: By May 2023, campus instructional leaders will provide training and ongoing support so that at least 5 of the 6 3rd-5th grade reading and math teachers effectively use research-based teaching practices that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. This will be evidenced for at least 5 of the 6 teachers being proficient on the ratings on a monthly basis.

District Commitment Theory of Action: If the DCSI and campus Assistant Superintendent as well as the C&I Department Specialists and program Lead Teachers, provide the needed training and on-going coaching for campus leadership teams and teachers to support the implementation of the best classroom practices for differentiation and supports for struggling learners, then improvement in instructional practices should improve student academic performance.

Desired 90-day Outcome: By May 2023, campus instructional leaders will provide training and ongoing support so that 90% of 3rd-5th grade reading and math teachers effectively use research-based teaching practices that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. This will be evidenced by at least 5 of 6 teachers being proficient on the walkthrough ratings on a monthly basis.

District Actions: The DCSI and Principal's Supervisor will continue to collaborate with the CLT to ensure that supports and services are provided including facilitating Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle through campus visits and classroom walkthroughs.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	3	subs		\$500.00
2	1	4	Stipends		\$1,200.00
2	2	2	Stipends		\$1,000.00
2	2	2	Substitutes		\$1,200.00
Sub-Total					\$3,900.00
Budgeted Budget Object Code Amount					\$4,739.00
+/- Difference					\$839.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	Instruction Partners contracted services		\$11,818.00
2	2	1	Instruction Partners staff		\$11,818.00
Sub-Total					\$23,636.00
Budgeted Budget Object Code Amount					\$47,271.00
+/- Difference					\$23,635.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	4	PD from Region I for CLT		\$1,400.00
Sub-Total					\$1,400.00
Budgeted Budget Object Code Amount					\$1,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$53,410.00
Grand Total Spent					\$28,936.00
+/- Difference					\$24,474.00

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	143	55	71	N/A	CBM	75	43	District Created Benchmark	78		80	
			All	All	Reading	Meets	STAAR	143	28	37	N/A	CBM	39	15	District Created Benchmark	41		42	
			All	All	Reading	Masters	STAAR	143	11	22	N/A	CBM	23	5	District Created Benchmark	24		25	
			All	All	Mathematics	Approaches	STAAR	143	44	66	N/A	CBM	71	51	District Created Benchmark	74		76	
			All	All	Mathematics	Meets	STAAR	143	15	37	N/A	CBM	39	19	District Created Benchmark	41		42	
			All	All	Mathematics	Masters	STAAR	143	6	14	N/A	CBM	17	8	District Created Benchmark	18		20	
			All	All	Science	Approaches	STAAR	49	70	62	N/A	CBM	65	54	District Created Benchmark	68		72	
			All	All	Science	Meets	STAAR	49	19	40	N/A	CBM	42	15	District Created Benchmark	44		45	
			All	All	Science	Masters	STAAR	49	0	18	N/A	CBM	20	4	District Created Benchmark	21		22	
Closing the Gaps	Focus 1	Academic Achievement	All	Special Ed	ELA	N/A	ELA	N/A	8	20	100	CBM	22	3	CBM	23		24	
	Focus 2	Academic Growth Status	All	Special Ed	Mathematics	N/A	Mathematics	N/A	0	27	100	CBM	28	3	District Created Benchmark	29		30	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	143	Did Not Meet	29	25	57	22		20	
					Approaches	71	75	43	78		80	
					Meets	37	39	15	41		42	
					Masters	22	23	5	24		25	
	Math	All	STAAR	143	Did Not Meet	34	29	49	26		24	
					Approaches	66	71	51	74		76	
					Meets	37	39	19	41		42	
					Masters	14	17	8	18		20	

Addendums



Skinner Elementary School

411 W. Saint Charles St. Brownsville, Texas 78520
Office (956) 982-2830



Dr. Rene Gutierrez
Mrs. Alma Rubio
Superintendent

Area Assistant Superintendent

Professional Development Training
With Sandra Garcia, ELA Specialist
Alejandra Aldrete, Bilingual Specialist
November 3, 2022
Workshop # 258138

Agenda

***T-TESS DOMAINS:** The T-TESS system focuses on continuous professional growth where teachers consistently hold themselves to a high standard for individual development to improve their instructional effectiveness, knowledge and skills.*

PLANNING: Effective planning begins with measurable and explicit learning outcomes aligned to the TEKS and other relevant standards for learning.

I. Curriculum & Instruction

- o Implementation of Storybooks in the classroom
- o Additional Resources to use along with RACE
- o **Lead4Ward Playlist**
- o STAAR 2.0 Strategies
- o **Lesson Plan checklist DRAFT- ELA/ Math for 3rd-5th grade**

II. Equitable Outcomes for Diverse Learners (TOT from Principal's Meeting)

III. Principal Mtg. Updates PowerPoint

IV. ELA IPG/MATH IPG

V. Math Facts Challenge- December 19th (Pizza Party)

VI. CPA #2 Deadline & Data Analysis week of Nov. 7-11th

VII. TPRI/Tejas Lee/ Mclass Data Analysis

- a. TIER II students/RTI
- b. FIE referrals

VIII. Thanksgiving luncheon Nov. 16th (\$8.00 contribution)

IX. Festival \$3263 raised for the Spooky Fest

- a. Other expenses \$250 pay for security & \$50. For food permit from City of B'ville

X. Winter Festival and Christmas Program Wed. Dec. 21st @ 5:30pm



1481 13	mawsmith@bisd.us	Smith, Mary Ann	Approved				Brownsville ISD - Skinner Elem
1822 14	azamora@bisd.us	Zamora, Adrian	Approved				Brownsville ISD - Skinner Elem

296873Scortinas@bisd-us Sonia Cortinas

Parameters
Registration Status (Approved)



1999 82	eherrera@bisd.us	Herrera, Esmeralda	Approved				Brownsville ISD - Skinner Elem
2089 14	bveles@bisd.us	Holmes, Blanca	Approved				Brownsville ISD - Skinner Elem
4601 9	ysalazar@bisd.us	Iracheta, Yolanda	Approved				Brownsville ISD - Skinner Elem
1146 42	mdleija@bisd.us	Leija, Maria	Approved				Brownsville ISD - Skinner Elem
1857 36	alerma@bisd.us	Lerma, Adriana	Approved				Brownsville ISD - Skinner Elem
1389 67	rlozano@bisd.us	Lozano, Rogelio	Approved				Brownsville ISD - Skinner Elem
2332 85	clua@bisd.us	LUA, CLAUDIA	Approved				Brownsville ISD - Skinner Elem
3511 81	mgmarquez@bisd.us	PEREZ-MARQUEZ, MARILYN	Approved				Brownsville ISD - Skinner Elem
3527 54	marangel@bisd.us	Rangel, Mayra	Approved				Brownsville ISD - Skinner Elem
2372	parivera@bisd.us	Rivera, Peter	Approved				Brownsville ISD - Skinner Elem
3815 6	maryerodriguez@bisd.us	Rodriguez, Mary Ellen	Approved				Brownsville ISD - Skinner Elem
1326 32	vrodriquez2@bisd.us	Rodriguez, Veronica	Approved				Brownsville ISD - Skinner Elem
2129 11	csaiz-broussard@bisd.us	Saiz-Broussard, Celia	Approved				Brownsville ISD - Skinner Elem
2005 49	jsandoval@bisd.us	Sandoval Jr, Jorge	Approved				Brownsville ISD - Skinner Elem



(Handwritten signature)

Workshop ID: 258138 CPE Hours: 2

Title: Faculty Meeting

Workshop Date: 11/3/2022 3:30:00 PM

ID	Email		Status		AM	PM	District - Campus
209104	aaldrete@bisd.us	Aldrete, Alejandra	Approved				Brownsville ISD - BISD/Administration
169803	nlberrones@bisd.us	Berrones, Norma	Approved				Brownsville ISD - Skinner Elem
202479	mcardenas@bisd.us	Cardenas, Maria	Approved	<i>(Handwritten signature)</i>			Brownsville ISD - Skinner Elem
351882	cchapa2@bisd.us	CHAPA, CLARISA	Approved				Brownsville ISD - Skinner Elem
566	svchavez@bisd.us	Chavez, Sylvia	Approved				Brownsville ISD - Skinner Elem
118788	sjdelgado@bisd.us	Delgado, Santos	Approved				Brownsville ISD - Skinner Elem
188581	acgarcia@bisd.us	Garcia, Adriana	Approved				Brownsville ISD - Skinner Elem
169072	ssgarcia@bisd.us	Garcia, Sandra	Approved				Brownsville ISD - BISD/Administration
222879	negarza@bisd.us	Garza, Nelda	Approved	<i>(Handwritten signature)</i>			Brownsville ISD - Skinner Elem
190306	emigonzaez@bisd.us	GONZALEZ, EMILIANO	Approved				Brownsville ISD - Skinner Elem
193984	araceligracia@bisd.us	Gracia, Araceli	Approved	<i>(Handwritten signature)</i>			Brownsville ISD - Skinner Elem
193852	sguerra@bisd.us	Guerra, Saul	Approved				Brownsville ISD - Skinner Elem

NEW All **new** instructional strategies are **color-coded with orange**.

movement and discourse playlist	rehearsal and practice playlist	extending thinking playlist	learning from mistakes playlist	evidence of learning playlist
Ball Toss Boogie	Each One Teach One	Card Sort	3-2-1 Test Review	3-2-1 Summary
Café Conversations	Fact or Fib Showdown	Compare/Contrast Model	Balloon Bop	Connect 4 Thinking
Choose and Chat	Jig Saw "Sell"	Connect the Dots	Brain in the Game	Exit Ticket
Dance It – Chance It	Just the Facts	Crash Card Connections	Catch and Release	Graphic Organizers
Four Corners	Mystery Bag	Idea Shuffle	Chatterbox	High-Five Summary
Learning Loops	Mystery Sequence/ Re-sequence	Justified List	Fixer Upper	Independence Day
Musical Mix-Freeze-Group	Play It – Say It	Link It Up	Focused Listing	Mind Bender
Notable Quotables	Sticker Stackers	Matching Double Trouble	Go with the Flow	One Minute Paper
Pair-SQUARE-Share	Stop, Plop, and Roll	Nine Squares	IQ Slap Down	Show and Tell and Teach
Positive Pings	Summary Salad	Odd One Out	Make the Case	SNAP-tastic
Rise and Shine	Tour of Knowledge	Rock and Roll Vocabulary	Pick Up the Slip Up	Tabletop Tweet
Stand, Stick, or Stray	Triple Play	Talk a Mile a Minute	Presto – Chango!	Team-Two-One
Texas Two-Step	Undercover Agent	Three's a Crowd	Rock and Roll Item Review	Thought Bubbles
Think and Throw	Vocabulary Pyramid Game	Tic-Tac-Tally	Toss a Question	Total Recall
Thinking Partners	Who Am I?	Vocabulary Dominoes	Triad Trades	What's On Your Plate
Vote with Your Feet	Word Whack	Would You Rather	Yes, No, Maybe So	Wishful Thinking
<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>

Lesson Planning Checklist

* Required

* This form will record your name, please fill your name.

1. Learning Objective(s) What is the focus objective / standard? *

2. Understanding the rigor of the objective-list important words to understand the objective *

3. Do your objectives *

- Clearly, state what you expect students will be able to do by the end of the instructional unit.
- Reflect on the level of learning that you want to see.
- Express what the learners will do (rather than what you, as the teacher, will do).
- Explain to learners what "good" looks like.

Learning Activities (Application)

4. Do your learning activities...

- Provide learners with supportive, step-by-step opportunities to learn and practice using the content to achieve the objectives.
- Reinforce the learning necessary to achieve the objectives?
- Allow students to learn in a safe environment?
- Have opportunities for students to (listen/speak/read/write)
- What is Lead4ward/Elevation strategy included in the lesson?
- ...

#258138 - Faculty Meeting

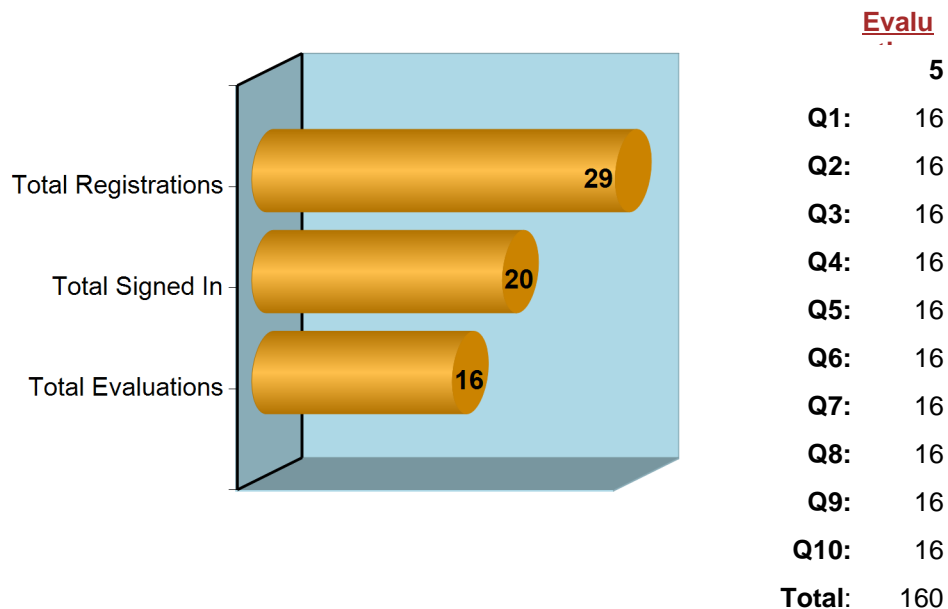
Professional Development for certified staff. Sandra Garcia ELAR Specialist will provide training on Storyworks to assist teachers with their ELAR. Alejandra Aldrete, Bilingual Specialist will provide staff with Bilingual updates and PD for TELPAS preparation.

Workshop Presenters/Contacts/Facilitators

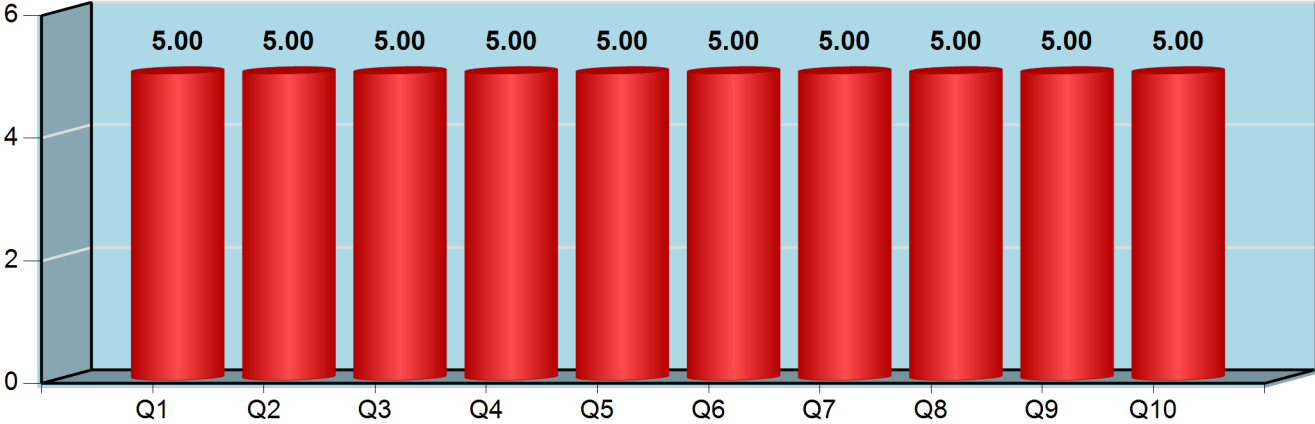
Santos	Delgado	Brownsville ISD	Skinner Elem
Sandra	Garcia	Brownsville ISD	BISD/Administration
Mary Ellen	Rodriguez	Brownsville ISD	Skinner Elem
Alejandra	Aldrete	Brownsville ISD	BISD/Administration

Evaluation Questions

- Q1. The Training was well designed and the content/materials were appropriate to my current assignment.
- Q2. New knowledge and skills were acquired in the training.
- Q3. Knowledge/skills will be applied in my current assignment.
- Q4. Implementation of acquired knowledge/skills will impact/improve student performance.
- Q5. I would recommend this training to my colleagues.
- Q6. The session presented helped me learn strategies to meet the needs of diverse student populations.
- Q7. The instructor used the allotted time efficiently.
- Q8. The instructor's style of presentation was conducive to learning.
- Q9. The instructor demonstrated thorough knowledge of the subject matter.
- Q10. If this session were offered in an online format, I would be interested in participating.
- Q11. Please Enter A Comment (Maximum of 255 Characters)



Evaluation Scores



Evaluation Comments