

PALM GROVE ELEMENTARY SCHOOL 2022 TARGETED IMPROVEMENT PLAN

**Presentation for BISD Board
Hearing on December 13, 2022**

Principal: Patricia Chacon

DCSI: Roni Louise Rentfro, Ed. D.

Assistant Superintendent: Dolores C. Emerson

Campus Leadership Team

Aide Castro, Assistant Principal

Nancy Bennett, 5th Grade Lead Teacher

Melissa Ybarra, 4th Grade Lead Teacher

Yadira Villagomez, 3rd Grade Lead Teacher



PALM GROVE ELEMENTARY ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Accountability Ratings Overall Summary
PALM GROVE EL (031901122) - BROWNSVILLE ISD - CAMERON COUNTY
 2022 Identification of Schools for Improvement
AIKEN EL (031901133) - BROWNSVILLE ISD - CAMERON COUNTY
Accountability Rating Summary

This campus is identified for targeted support and improvement.

	Component Score	Scaled Score	Rating
Overall		90	A
Student Achievement		74	C
STAAR Performance	46	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		96	A
Academic Growth	93	96	A
Relative Performance (Eco Dis: 97.1%)	46	84	B
Closing the Gaps	74	77	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Palm Grove Elementary received an overall letter grade of “A” based on the significant academic growth of their students during the 2021-2022 School year. The overall goal is to maintain performance to keep an “A” for 2022-2023.

PALM GROVE ELEMENTARY DOMAIN 3 ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Identification of Schools for Improvement
PALM GROVE EL (031901122) - BROWNSVILLE ISD - CAMERON COUNTY



This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) ⁺	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	-	0	-	-	-	-	-	0	0	-
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	40%	-	-	-	-	-	39%	38%	-
2019	-	41%	-	-	-	-	-	38%	38%	12%
2022	-	49%	-	-	-	-	-	49%	43%	15%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	59%	-	-	-	-	-	57%	58%	-
2019	-	55%	-	-	-	-	-	52%	50%	12%
2022	-	40%	-	-	-	-	-	40%	41%	4%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	76	-	-	-	-	-	76	78	-
2019	-	65	-	-	-	-	-	65	66	-
2022	-	96	-	-	-	-	-	96	95	-
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	77	-	-	-	-	-	76	76	-
2019	-	68	-	-	-	-	-	70	63	-
2022	-	89	-	-	-	-	-	89	89	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	52	-	-	-	-	-	51	51	20
2019	-	51	-	-	-	-	-	49	48	20
2022	-	46	-	-	-	-	-	46	44	17

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

Palm Grove Elementary was NOT identified as an Additional Targeted Support School for 2022 but is required to present this information at the Board Public Hearing so stakeholders have the opportunity to provide input into this plan prior to board approval as one of the recipients of funding for the ESF 1003 School Improvement grant.

EFFECTIVE SCHOOL FRAMEWORK FOCUS AREAS AND ANNUAL GOALS

ESF Focus Areas:

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

5.3 Data-driven instruction.

Annual Goals:

Domain I: Increase Student Achievement to at least a “B”

Domain II: Increase Student Progress Domain 2A to maintain an “A” and improve growth to improve Domain 2B to an “A”

Domain III: Increase Closing the Gaps to at least a “B”

DESIRED ANNUAL OUTCOMES

- ❑ **Essential Action 4.1: By May 2023, our campus leadership team will build efficient systems and processes to review lesson plans and provide quality feedback to 3rd-5th grade Math and Reading teachers on a biweekly basis. At least 90% of lesson plan feedback will focus on effective teaching and student engagement instructional strategies that are 1) aligned to the scope and sequence 2) at the expected level of rigor and 3) inform reteaching and reassessment needs. This will be evidenced by a shared tracker updated twice a month.**
- ❑ **Essential Action 5.3: By May 2023, our campus leadership team will build efficient systems and processes to review disaggregated data to track and monitor student progress and provide evidence-based feedback to teachers after campus/district formative assessments based on the district assessment calendar. The CLT will ensure that at least 80% (5 out of 6) of 3rd-5th grade teachers in Reading and Math implement reflective conversations during PLCs about academic growth after each appropriate formative assessment as evidenced by PLCs agendas and minutes using PLC protocols.**

CYCLE 1 (SEPT-NOV)

TARGETED IMPROVEMENT PLAN 4.1 ACTION STEPS

<p>Cycle 1 Desired 90-day Outcome</p>	<p>By the end of November 2022, our campus leadership team will be trained on how to effectively provide feedback and lesson planning support. Leaders will then train and support teachers on how to create lesson plans focused on the instructional content, instructional delivery and assessment of student learning. This will be evidenced by the training records, agendas and minutes from the Collaborative Planning session.</p>
<p>Action Step 1</p>	<p>The CLT will work collaboratively with Instruction Partners to collect evidence such as lesson plans and walkthrough feedback to understand the state of instruction and lesson planning at Palm Grove. The CLT and Instruction Partners will reflect and discuss observations and lesson plans and create an action plan for Collaborative Planning.</p>
<p>Action Step 2</p>	<p>CLT will participate in coaching with Instruction Partners to build their capacity CLT's on communicating and executing focused Collaborative Lesson Planning.</p>
<p>Action Step 3</p>	<p>The CLT will train teachers on creating a shared vision and goals for expectations during collaborative planning sessions that include submitting lesson plans at least one week in advance and participating in discussion and dialogue during review sessions.</p>
<p>Action Step 4</p>	<p>The CLT will plan and schedule the initial Collaborative Planning Session with teachers and model discussion and dialogue centered around planning for instruction at the expected level of rigor with student engagement activities and addresses reteaching and reassessment needs.</p>

CYCLE 1 (SEPT-NOV)

TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

Cycle 1 Desired 90- day Outcome	By the end of November 2022, all of 3rd-5th grade teachers in Reading and Math will have protected time built into the master schedule to meet regularly for in-depth conversations about formative data analysis and plan for possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.
Action Step 1	The CLT will review and revise the master schedule to ensure that teachers have protected planning time for opportunities to meet for in-depth conversations about formative data analysis.
Action Step 2	The CLT will review PLC protocols and develop PLC agendas that address lesson planning revisions.
Action Step 3	The CLT will start implementing reflection agenda items as exit tickets after PLC meetings.
Action Step 4	The CLT will implement a review of lesson plans and walkthroughs and provide feedback on how to make adjustments in the delivery of instruction.

CYCLE 2 (DEC. TO FEB.)

TARGETED IMPROVEMENT PLAN 4.1 ACTION STEPS

Cycle 2 Desired 90-day Outcome	By the end of February, at least 4 of the 6 (3rd – 5th) grade teachers will submit lesson plans that are 1) aligned to the district’s scope and sequence 2) at the expected level of rigor and 3) inform reteaching and reassessment needs with clear objectives that meet the needs of students including differentiated instruction for Bilingual Students. The CLT will provide feedback as evidenced by the lesson plan checklist on a biweekly basis.
Action Step 1	The CLT will plan with Instruction Partners and schedule continued Collaborative Planning Sessions with teachers and model discussion and dialogue centered around planning for instruction at the expected level of rigor with student engagement activities and addresses reteaching and reassessment needs.
Action Step 2	The CLT will train 3rd grade teachers on ELA Text Complexity PD to understand the qualitative text complexities that include: language, structure, background knowledge, purpose or meaning to address the 1) alignment to the district’s scope and sequence 2) and the expected level of rigor.
Action Step 3	The CLT will train 4th grade teachers on Math Habits of Planning that include Exploring the new concept section of the Sharon Wells curriculum, prioritizing problems and planning instruction to address the 1) alignment to the district’s scope and sequence 2) and the expected level of rigor.
Action Step 4	Teachers will review TELPAS SIOP strategies and include as differentiated instruction in lesson plans on Forethought to address 3) reteaching and reassessment needs with clear objectives that meet the needs of students including differentiated instruction for Bilingual Students.

CYCLE 2 (DEC. TO FEB.) TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

Cycle 2 Desired 90-day Outcome	By the end of February, at least 4 of the 6 (3rd-5th) teachers in Reading and Math will implement reflective conversations during PLCs about academic growth after each appropriate formative assessment as evidenced by PLCs agendas and minutes using PLC protocols on a biweekly basis.
Action Step 1	The CLT will continue implementing reflective conversations about academic growth and include exit tickets after PLC meetings.
Action Step 2	The CLT and teachers will conduct data analysis and goal setting after formative assessments such as end of Six Weeks checkpoints and district benchmarks.
Action Step 3	During PLCs, teachers will review checkpoint data to study lowest and highest TEKS and update lesson plans for spiral reviews.
Action Step 4	During PLCs, teachers will plan on how to guide students to update their student trackers, summarize their growth and set goals.

DISTRICT THEORY OF ACTION

❑ Essential Action 4.1:

If the district ensures that campus instructional leaders receive training on how to review and provide feedback on lesson plans to support alignment, then the campus leaders will be able to consistently monitor implementation of the scope and sequence, the standards and expected level of rigor.

❑ Essential Action 5.3:

If the district ensures that campus instructional leaders receive data disaggregation training, data systems, and ongoing coaching on evidence based teacher feedback, then the campus leaders will be able to consistently monitor student progress and provide meaningful evidence-based feedback to teachers that leads to increased student progress and outcomes.