

SKINNER ELEMENTARY SCHOOL 2022 TARGETED IMPROVEMENT PLAN

**Presentation for the Board Public
Hearing on December 13, 2022**

Principal: Mary Ellen Rodriguez

DCSI: Roni Louise Rentfro, Ed. D.

Assistant Superintendent: Dolores C. Emerson

Campus Leadership Team

Santos Delgado, Assistant Principal

Sylvia Chavez, Counselor

Norma Berrones, LPAC Chair

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SKINNER ELEMENTARY ACCOUNTABILITY RATINGS

Texas Education Agency

2022 Accountability Ratings Overall Summary

SKINNER EL (031901112) - BROWNSVILLE ISD - CAMERON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		70	C
STAAR Performance	41	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		96	A
Academic Growth	92	96	A
Relative Performance (Eco Dis: 98.8%)	41	79	C
Closing the Gaps	81	78	C

Identification of Schools for Improvement

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

Skinner 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 improve student performance to maintain an “A” for 2022-2023.

SKINNER ELEMENTARY ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Identification of Schools for Improvement
SKINNER EL (031901112) - 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	0
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	36%	-	-	-	-	-	35%	30%	12%
2019	-	39%	-	-	-	-	-	38%	36%	6%
2022	-	37%	-	-	-	-	-	36%	36%	20%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	49%	-	-	-	-	-	49%	47%	4%
2019	-	51%	-	-	-	-	-	50%	49%	22%
2022	-	37%	-	-	-	-	-	36%	33%	27%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	66	-	-	-	-	-	66	63	-
2019	-	75	-	-	-	-	-	74	77	60
2022	-	88	-	-	-	-	-	88	89	-
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	77	-	-	-	-	-	77	75	-
2019	-	68	-	-	-	-	-	67	63	74
2022	-	96	-	-	-	-	-	97	95	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	44	-	-	-	-	-	43	41	12
2019	-	48	-	-	-	-	-	46	44	18
2022	-	41	-	-	-	-	-	40	40	31

* 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.

Skinner Elementary was **NOT** identified as a Targeted Support School for 2022 but is required to present this information at the Board Public Hearing so stakeholders can 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 performance to achieve a "B" rating by obtaining scores to be equivalent to a score of 80.

Domain II: Domain 2A: Goal for Academic Growth is to maintain a 96 to retain the "A" and achieve a score for Domain 2B: Relative Performance to an "A" by increasing student performance with this high Economically Disadvantage group (currently at 96.6%).

Domain III: Increase performance of subpopulations to achieve a scaled score of at least an 80 resulting in a "B" rating this domain.

DESIRED ANNUAL OUTCOMES

- ❑ **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.**
- ❑ **EA 5.1: 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 the Instruction Partners Classroom Observation Rubric at least 5 of the 6 rating on a monthly basis.**

CYCLE 1 (SEPT-NOV)

EA 5.1 ACTION STEPS

Cycle 1 Desired 90- day Outcome	By the end November 2022, campus instructional leaders will train 100% of Math and RLA teachers in four selected research-based teaching practices that promote critical thinking skills and include differentiated and scaffolded supports. This will be evidenced through monthly administrative walkthroughs utilizing the Instruction Partners Classroom Observation Rubric to establish base-line performance.
Action Step 1	The campus leadership team will be conducting a minimum of 10 classroom observations weekly and train on district created rubric to teachers, so teachers understand expectations. The CLT will provide feedback to teachers to help them improve their instruction and instructional strategies.
Action Step 2	Teacher lessons and instructional strategies will be monitored by their appraiser for the level of implementation.
Action Step 3	The campus will collaborate with the district curriculum specialists to coordinate site visits and coaching schedules with district staff and Instruction Partners services.
Action Step 4	The campus leadership will work with the Principal Supervisor and DCSI to plan professional development for effective instructional strategies from Lead4ward, Region One, and Instruction Partners.

CYCLE 2 (DEC-FEB)

EA 5.1 ACTION STEPS

Cycle 2 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 Eduphoria and the Skinner Elementary Lesson Plan Checklist.
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.
Action Step 2	The Campus Leadership team will review the information on 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.
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.
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.

CYCLE 1 (SEPT-NOV)

EA 5.3 ACTION STEPS

Cycle 1 Desired 90- day Outcome	By the end November 2022, campus instructional leaders will train 100% of Math and RLA teachers in four selected research-based teaching practices that promote critical thinking skills and include differentiated and scaffolded supports. This will be evidenced through monthly administrative walkthroughs utilizing the Instruction Partners Classroom Observation Rubric to establish base-line performance.
Action Step 1	The campus leadership team will be conducting a minimum of 10 classroom observations weekly and train on district created rubric to teachers, so teachers understand expectations. The CLT will provide feedback to teachers to help them improve their instruction and instructional strategies.
Action Step 2	Teacher lessons and instructional strategies will be monitored by their appraiser for the level of implementation.
Action Step 3	The campus will collaborate with the district curriculum specialists to coordinate site visits and coaching schedules with district staff and Instruction Partners services.
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CYCLE 2 (DEC-FEB)

EA 5.3 ACTION STEPS

Cycle 2 Desired 90-day Outcome	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 walkthroughs utilizing the Instruction Partners Classroom Observation Rubric at a 50% fully meets standards on a monthly basis.
Action Step 1	The Campus Leadership Team, supported by <i>Instruction Partners</i> , 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.
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.
Action Step 3	Campus leadership team will collaborate with IP and curriculum specialists to create exemplar lesson plans for ELAR for grades 3-5.
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.

DISTRICT THEORY OF ACTION

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

- If BISD 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.**

Essential Action 5.1: Effective classroom routines and instructional strategies.

- If the DCSI and other district leaders ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of successful data disaggregation and progress monitoring with evidence-based teacher feedback, then the campus leadership will be successful in supporting teachers providing strong Tier 1 instruction that ensures academic student progress.**