

VERMILLION ELEMENTARY SCHOOL 2022 TARGETED IMPROVEMENT PLAN

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

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Assistant Superintendent: Alma C. Rubio

Campus Leadership Team

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VERMILLION ELEMENTARY ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Accountability Ratings Overall Summary
VERMILLION ROAD EL (031901126) - BROWNSVILLE ISD - CAMERON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		70	C
STAAR Performance	41	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		93	A
Academic Growth	88	93	A
Relative Performance (Eco Dis: 97.9%)	41	79	C
Closing the Gaps	80	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.

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

VERMILLION ELEMENTARY DOMAIN 3 ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Identification of Schools for Improvement
VERMILLION ROAD EL (031901126) - 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	1
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	45%	-	-	-	-	-	45%	42%	10%
2019	-	40%	-	-	-	-	-	40%	35%	2%
2022	-	43%	-	-	-	-	-	42%	41%	20%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	58%	-	-	-	-	-	58%	56%	20%
2019	-	54%	-	-	-	-	-	53%	54%	11%
2022	-	41%	-	-	-	-	-	41%	39%	20%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	73	-	-	-	-	-	73	73	82
2019	-	74	-	-	-	-	-	72	71	53
2022	-	91	-	-	-	-	-	92	91	84
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	82	-	-	-	-	-	82	82	86
2019	-	77	-	-	-	-	-	75	77	79
2022	-	86	-	-	-	-	-	86	86	79
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	51	-	-	-	-	-	51	49	20
2019	-	48	-	-	-	-	-	48	47	13
2022	-	41	-	-	-	-	-	40	38	23

+ 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.

Vermillion Elementary was **NOT** identified as a Targeted Support School for 2022 but is required to present this information to the campus stakeholders to give them the opportunity to provide input into this plan prior to board approval as one of the BISD recipients of funding for the ESF 1003 School Improvement grant.

EFFECTIVE SCHOOL FRAMEWORK FOCUS AREAS AND ANNUAL GOALS

ESF Focus Areas:

5.1 Effective classroom routines and instructional strategies.

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 “B”

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

DESIRED ANNUAL OUTCOMES

- ❑ **Essential Action 5.1: By May 2023, our campus leadership team, supported by coaching from Instruction Partners, will coach teachers on research based teaching practices that promote critical thinking skills with scaffolded supports for all students. This will be evidenced by lesson plans and walkthroughs that will be monitored by the CLT once every six weeks utilizing a checklist.**
- ❑ **Essential Action 5.3: By May 2023, the CLT will monitor that at least seven out of eight 3rd and 5th grade teachers will be trained on how to identify common misconceptions and be able to adjust lessons to address these misconceptions. In addition, teachers will meet to discuss formative and interim student data, effective instructional strategies, and plan adjustments to instructional delivery to ensure they are meeting the needs of all students after each district benchmark and checkpoint that will be evidenced by the meeting agendas.**

CYCLE 1 (SEPT-NOV)

TARGETED IMPROVEMENT PLAN 5.1 ACTION STEPS

Cycle 1 Desired 90-day Outcome	By the end of the 90 day cycle, the CLT with support of Instruction Partners and in conjunction with District Curriculum specialist will provide professional development to 100% of third through fifth grade teachers on instructional materials, including the qualities of effective lesson plans, that promote critical thinking skills and differentiate utilizing the lesson plan checklist.
Action Step 1	Third through 5th grade teachers will receive coaching from CLT and the district content specialists on a variety of content-rich, complex and meaningful texts.
Action Step 2	The CLT will include in the master calendar focused professional development on high quality instructional materials and research based teaching practices that promote critical thinking skills.
Action Step 3	All 3rd through 5th grade teachers will be trained on how to utilize the lesson plan cycle features on Forethought.
Action Step 4	The CLT will create a tracker to monitor teachers' lesson plans.

CYCLE 1 (SEPT-NOV)

TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

**Cycle 1
Desired
90-day
Outcome**

By the end of cycle 1, the CLT will receive training from Instruction Partners on how to identify the state of instruction including classroom examples and trends to determine the root cause as to why students may not have learned the concept.

**Action
Step 1**

The CLT and Instruction Partners will select 3rd through 5th grade teachers for walkthroughs focused on grade-level appropriate and standard aligned tasks, consistently strong instruction, and deep engagement in the content.

**Action
Step 2**

The CLT and Instruction Partners will conduct classroom walkthroughs.

**Action
Step 3**

Instruction Partners and the CLT will identify strengths and areas of growth based on classroom walkthroughs.

**Action
Step 4**

Instruction Partners will meet with the CLT to create an action plan to discuss adjustments to instructional delivery to confirm expected level of rigor, and ensure knowledge skills reflect all appropriate paths to mastery.

CYCLE 2 (DEC. TO FEB.) TARGETED IMPROVEMENT PLAN 5.1 ACTION STEPS

Cycle 2 Desired 90- day Outcome	By the end of Cycle 2, the CLT with the assistance of Instruction Partners will acquire coaching support to assist teachers on the use of high-quality instructional materials that promote critical thinking skills and engage students in a variety of content-rich, complex, and meaningful texts/tasks that will be monitored once every six weeks through walkthroughs and lesson plans.
Action Step 1	The CLT will create a tracker to monitor teachers' lesson plans and establish baseline data during this cycle.
Action Step 2	The Dean of Instruction with support from Instruction Partners will practice a collaborative learning space with an emphasis on understanding the text complexity through the supports already embedded in high-quality instructional materials such as Savvas for RLA.
Action Step 3	The AP with support from Instruction Partners will use HCP to guide conversations focused on making connections between standard, promoting critical thinking skills, and lesson activities with 5th grade teachers in the area of math incorporating the Sharon Wells concept of the week.
Action Step 4	The CLT will conduct walkthroughs for 3rd and 5th grade teachers at least once every six weeks to provide feedback on the quality of their use of high-quality instructional materials to engage students in a variety of content-rich, complex, and meaningful texts/tasks .

CYCLE 2 (DEC. TO FEB.)

TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

<p>Cycle 2 Desired 90-day Outcome</p>	<p>By the end of cycle 2, the CLT will coach at least seven out of eight third and fifth grade teachers on collaborative learning lesson plan using the Habits of Collaboration Planning checklist to ensure expected level of rigor and ensure knowledge and skills reflect all appropriate paths to mastery based on formative assessment data with support from Instruction Partners at least twice during Cycle 2.</p>
<p>Action Step 1</p>	<p>The CLT will refine vision for collaborative planning and the expectations around the Habits of Collaboration Planning checklist with Instruction Partners.</p>
<p>Action Step 2</p>	<p>The Dean of Instruction will begin coaching sessions with 3rd grade teachers for RLA with the assistance of Instruction Partners using the Habits of Collaboration Planning checklist to modify lessons based on analysis of formative assessment data.</p>
<p>Action Step 3</p>	<p>The Assistant Principal will begin coaching sessions with 5th grade teachers to introduce the Habits of Collaboration Planning checklist that will encompass rigor in the lesson planning based on analysis of formative assessment data.</p>
<p>Action Step 4</p>	<p>The Dean of Instruction and the AP will have a collaborative reflection session on using the Habits of Collaboration Planning checklist with 3rd and 5th grades respectively to ensure expected level of rigor and ensure knowledge and skills reflect all appropriate paths to mastery to modify lessons based on analysis of formative assessment data..</p>

DISTRICT THEORY OF ACTION

Essential Action 5.1:

If the District systems and practices support effective instruction at the campus, then school leaders will be able to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning through monitoring and feedback on lesson plans and feedback on implementation of the plans.

Essential Action 5.3:

If the district provides campus leadership with on-going access to student academic data and instructional supports, then teachers will be able to implement a corrective instruction action planning process, individually and in PLCs after analyzing student work, identifying trends in student misconceptions, and determining the root cause as to why students may not have learned the concept, and create plans for intervention and enrichment.