

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



Campus Number: 031901126

Board Approval Date: December 13, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. Rene Gutierrez
Roni Louise Rentfro

Principal: Sandra G. Lopez
ESC Case Manager: Rosey Guerra
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: Alma Cardenas-Rubio

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: Sandra G. Lopez

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

At Vermillion for the 2022-23 school year, we will strive to achieve 90% of students at approaches, 60% of students at meets, and 30% of students at masters in all tests. Therefore, allowing us to reach an overall rating of an A which we missed by one point overall for 2021-2022 earning us an overall rating of a B. We will specifically focus on Science where we only reached 37% in approaches. We will continue to work in the areas of math and reading, but we will ensure science is targeted.

School Progress

What accountability goal has your campus set for this year?

We will focus on Domain 2B because we were rated a C and know that if we focus on the overall progress and achieving 90% in approaches, 60% in meets and 30% in masters then we will also have growth.

Closing the Gaps

What accountability goal has your campus set for this year?

For Closing the Gaps, we have chosen to focus first on special education for math because in 2022 we met the target for reading but fell short by 3% for math. Our goal for 2023 will be to meet the target in both math and reading. Our second focus will be in math for the emergent bilingual, in 2022 we missed the target by 1% for all students and this year we will focus on meeting the target.

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 focus subjects are math and science, in both of these subjects the students performed low. In math, we had 68% at approaches, 41% at meets and 20% at masters. In science the performance was even lower, we had 37% at approaches, 12% at meets and only 1% at masters. We feel that if we focus on these two subjects and continue to monitor RLA our accountability domain scores will increase and help us achieve our goal of an overall A.

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

The student groups that we will target will be our emergent bilingual and special education student groups. Both of these groups, performed the lowest across subjects. If we focus on these two groups, all of our domains will increase and help us reach our goal.

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: Beginning 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:

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: Beginning Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

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?: Unfortunately, we did not meet our goals, our fifth grade students had strong results but our third grade students struggled especially with the RLA assessment. The students struggled with the open response questions and also with paired selections. Another area that we continue to struggle with is science. However, at our data analysis meetings we have addressed both of these areas and the teachers are beginning to implement more rigorous instruction as well as students are learning strategies that will accelerate learning.

1. 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 Effective Schools Framework diagnostic findings and evidence, the campus lacked support on how to 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.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Together with Instruction Partners, the CLT will provide teachers with support that maximizes the lesson's rigor and guidance on instructional strategies that help build on critical thinking skills. Instruction Partners will provide face to face PD, implementation support and on site coaching for our team. With Instruction Partners' support, the CLT will be able to provide coaching and support to our teachers their daily use of high- quality instructional materials that promote rigor and differentiation.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The CLT will communicate with teachers through grade level meetings, district email and social media platforms to inform them of professional development or PLCs throughout the year. The community and families will be notified through social media platforms such as Facebook and ClassDojo of all summer endeavors . The students will be notified of our expectations through daily announcements and school assemblies. Our main goal will be to let our teachers and community know that we are ready to move our students forward by providing them with rigorous lessons that differentiate to meet the needs of all students.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

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.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure the campus is provided with the appropriate professional development and supports to attain the desired 90-day outcome. They will also work with the campus leadership to monitor the implementation of the action steps.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The CLT with support of Instruction Partners and in conjunction with the district specialist have provided professional development to all of third through fifth grade teachers on August 20, 2022.

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 CLT does not have a tracker to monitor the submission of teachers' lesson plans.	Action Step 4	In this step, the CLT will create a tracker to monitor lesson plan submission.

Step 1 Details	Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Agenda Sign in sheet</p> <p>Person(s) Responsible: CLT Instruction Partners</p> <p>Non-Funded Resources Needed: research based strategies time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 1, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: On August 20,2022, the CLT and district specialist provided coaching on a variety of content-rich, complex and meaningful texts.</p>
Step 2 Details	Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Master Yearly Calendar</p> <p>Person(s) Responsible: CLT Curriculum Specialists Instruction Partners</p> <p>Non-Funded Resources Needed: research based practices and materials time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 1, 2022</p> <p>Funding Sources: Region One training for CLT - 6400-Other operating costs - \$1,400</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: September 15, 2022 September 27, 2022 October 18, 2022</p>

Step 3 Details	Reviews
<p>Action Step 3: All 3rd through 5th grade teachers will be trained on how to utilize the lesson plan cycle features on Forethought.</p> <p>Evidence Used to Determine Progress: Forethought Lesson Plans</p> <p>Person(s) Responsible: CLT</p> <p>Non-Funded Resources Needed: Instruction Partners Habits of Planning Manual and template Planning Time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: August 20, 2022</p>
Step 4 Details	Reviews
<p>Action Step 4: The CLT will create a tracker to monitor teachers' lesson plans.</p> <p>Evidence Used to Determine Progress: Lesson Plan Tracker</p> <p>Person(s) Responsible: CLT</p> <p>Non-Funded Resources Needed: Instruction</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Although he CLT has discussed what we want on the tracker, it is currently not developed or in use.</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: As evident through the Effective Schools Framework, teachers need to be able to use data to identify common misconceptions and create model lesson for instructional adjustments. Additionally, teachers need to meet frequently to discuss formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? In conjunction with Instruction Partners, the CLT will train teachers on how to use data to identify common misconceptions and create model lessons that include instructional strategies and adjustments that meet the needs of all students.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: For all of our stakeholders, we will provide calendars that include our monthly assessments and newsletters that outline our goals and expectations. As part of our bi-weekly meetings, our teachers will receive coaching, review of data, creation of action plans and feedback that will prioritize data driven instruction. For our community and families, we will use our social media platforms and newsletters to update them of our goals and expectations. We will communicate our student expectations to our students through daily announcements and student assemblies.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

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.

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 Instruction Partners and Curriculum, Instruction, and Assessment staff activities including ensuring access to data in a timely manner 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?: The CLT has received 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.

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 CLT needs to identify the areas of needs and how they will address these areas.	Action Step 4	With the assistance of Instruction Partners, the CLT will identify the areas of need and develop an Action Plan to address these areas.

Step 1 Details	Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Agenda Letter notifying purpose of walkthrough</p> <p>Person(s) Responsible: CLT Instruction Partners</p> <p>Non-Funded Resources Needed: time letter daily schedules</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</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: The CLT selected various teachers from third through fifth grade teachers for Instruction Partners to visit on October 25, 2022.</p>
Step 2 Details	Reviews
<p>Action Step 2: The CLT and Instruction Partners will conduct classroom walkthroughs.</p> <p>Evidence Used to Determine Progress: Walkthrough notes Schedules</p> <p>Person(s) Responsible: CLT Instruction Partners</p> <p>Non-Funded Resources Needed: Daily Schedules</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: On October 25, the CLT together with Instruction Partners conducted focused walkthroughs on selected third, fourth and fifth grade teachers.</p>

Step 3 Details	Reviews
<p>Action Step 3: Instruction Partners and the CLT will identify strengths and areas of growth based on classroom walkthroughs.</p> <p>Evidence Used to Determine Progress: Walkthrough Notes Instruction Partners Feedback</p> <p>Person(s) Responsible: CLT Instruction Partners</p> <p>Non-Funded Resources Needed: Time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: After the focused walkthroughs on October 25, Instruction Partners identified strengths such as student engagement and teachers instructing, however areas of growth were for the lessons to be rigorous and complex in order to challenge students.</p>
Step 4 Details	Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Action Plan</p> <p>Person(s) Responsible: CLT Instruction Partners</p> <p>Non-Funded Resources Needed: Instruction Partners Feedback and Plan</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Instruction Partners with the CLT's input have created an action plan focused on third and fifth grade coaching on text complexity in RLA and rigor in math.</p>

Cycle 2 - (Dec – Feb)

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

1. 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 Effective Schools Framework diagnostic findings and evidence, the campus lacked support on how to 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.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Together with Instruction Partners, the CLT will provide teachers with support that maximizes the lesson's rigor and guidance on instructional strategies that help build on critical thinking skills. Instruction Partners will provide face to face PD, implementation support and on site coaching for our team. With Instruction Partners' support, the CLT will be able to provide coaching and support to our teachers their daily use of high- quality instructional materials that promote rigor and differentiation.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The CLT will communicate with teachers through grade level meetings, district email and social media platforms to inform them of professional development or PLCs throughout the year. The community and families will be notified through social media platforms such as Facebook and ClassDojo of all summer endeavors . The students will be notified of our expectations through daily announcements and school assemblies. Our main goal will be to let our teachers and community know that we are ready to move our students forward by providing them with rigorous lessons that differentiate to meet the needs of all students.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

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 every six weeks through walkthroughs and lesson plans.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure the campus is provided with the appropriate professional development and supports so the CLT can 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. They will also work with the campus leadership to monitor the implementation of the action steps by conducting site visits and 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?
The challenge will be ensuring that lesson plans promote critical thinking skills and engage students in a variety of content-rich, complex, and meaningful texts/tasks.	Action Step 2, Action Step 3	The coaching by the CLT should address this by co-planning lesson plans that promote critical thinking skills and engage students in a variety of content-rich, complex, and meaningful texts/tasks.

Step 1 Details	Reviews
<p>Action Step 1: The CLT will create a tracker to monitor teachers' lesson plans.</p> <p>Evidence Used to Determine Progress: Lesson Plan Tracker</p> <p>Person(s) Responsible: CLT</p> <p>Non-Funded Resources Needed: Instruction</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Meeting agendas and minutes</p> <p>Person(s) Responsible: Dean</p> <p>Non-Funded Resources Needed: Instruction Partners documents PLC time</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 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.</p> <p>Evidence Used to Determine Progress: Meeting agendas and notes</p> <p>Person(s) Responsible: Assistant Principal</p> <p>Non-Funded Resources Needed: Instruction Partners resources PLC Time</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: 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 .</p> <p>Evidence Used to Determine Progress: Walkthrough reports</p> <p>Person(s) Responsible: Principal Assistant Principal Dean</p> <p>Non-Funded Resources Needed: BISD walkthrough form and Strive reports</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>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: As evident through the Effective Schools Framework, teachers need to be able to use data to identify common misconceptions and create model lesson for instructional adjustments. Additionally, teachers need to meet frequently to discuss formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? In conjunction with Instruction Partners, the CLT will train teachers on how to use data to identify common misconceptions and create model lessons that include instructional strategies and adjustments that meet the needs of all students.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: For all of our stakeholders, we will provide calendars that include our monthly assessments and newsletters that outline our goals and expectations. As part of our bi-weekly meetings, our teachers will receive coaching, review of data, creation of action plans and feedback that will prioritize data driven instruction. For our community and families, we will use our social media platforms and newsletters to update them of our goals and expectations. We will communicate our student expectations to our students through daily announcements and student assemblies.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: 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.

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 Instruction Partners and Curriculum, Instruction, and Assessment staff activities including ensuring access to data in a timely manner 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?
The main challenge will be ensuring lesson plans have the expected level of rigor and ensure knowledge and skills reflect all appropriate paths to mastery based on formative assessment data.	Action Step 4	The coaching by the CLT should address this by co-planning lesson plans that have the expected level of rigor and ensure knowledge and skills reflect all appropriate paths to mastery based on formative assessment data.

Step 1 Details	Reviews
<p>Action Step 1: The CLT will refine vision for collaborative planning and the expectations around the Habits of Collaboration Planning checklist with Instruction Partners.</p> <p>Evidence Used to Determine Progress: Revised vision on the meeting agenda</p> <p>Person(s) Responsible: Principal Assistant Principal Dean</p> <p>Non-Funded Resources Needed: Habits of Collaboration Planning checklist Instruction Partners support</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: One Time - Evidence Collection Date: January 26, 2023</p> <p>Funding Sources: Instruction Partners contracted services - 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 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>Evidence Used to Determine Progress: Meeting agendas with notes</p> <p>Person(s) Responsible: Dean</p> <p>Non-Funded Resources Needed: Habits of Collaboration Planning checklist Instruction Partners support Coaching session time</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 3 Details	Reviews
<p>Action Step 3: 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>Evidence Used to Determine Progress: meeting agendas with notes</p> <p>Person(s) Responsible: Assistant Principal</p> <p>Non-Funded Resources Needed: Habits of Collaboration Planning checklist Instruction Partners support Coaching session time</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 4 Details	Reviews
<p>Action Step 4: The Dean of Instruction and the AP will have on-going collaborative reflection sessions 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> <p>Evidence Used to Determine Progress: Meeting agendas and notes samples of lesson plans</p> <p>Person(s) Responsible: Dean Assistant Prinicpal</p> <p>Non-Funded Resources Needed: Habits of Collaboration Planning checklist Instruction Partners support PLC time</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>

Cycle 3 - (Mar – May)

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

1. 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 Effective Schools Framework diagnostic findings and evidence, the campus lacked support on how to 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.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Together with Instruction Partners, the CLT will provide teachers with support that maximizes the lesson's rigor and guidance on instructional strategies that help build on critical thinking skills. Instruction Partners will provide face to face PD, implementation support and on site coaching for our team. With Instruction Partners' support, the CLT will be able to provide coaching and support to our teachers their daily use of high- quality instructional materials that promote rigor and differentiation.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The CLT will communicate with teachers through grade level meetings, district email and social media platforms to inform them of professional development or PLCs throughout the year. The community and families will be notified through social media platforms such as Facebook and ClassDojo of all summer endeavors . The students will be notified of our expectations through daily announcements and school assemblies. Our main goal will be to let our teachers and community know that we are ready to move our students forward by providing them with rigorous lessons that differentiate to meet the needs of all students.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: By the end of cycle 3, the CLT will ensure that at least seven out of eight of third and fifth grade teachers will regularly engage students in a variety of content-rich, complex, and meaningful texts/tasks with scaffolded supports as evidenced by weekly lesson plans and walkthroughs.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure the campus is provided with the appropriate professional development and supports so the CLT can 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. They will also work with the campus leadership to monitor the implementation of the action steps by conducting site visits and walkthroughs.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: As evident through the Effective Schools Framework, teachers need to be able to use data to identify common misconceptions and create model lesson for instructional adjustments. Additionally, teachers need to meet frequently to discuss formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? In conjunction with Instruction Partners, the CLT will train teachers on how to use data to identify common misconceptions and create model lessons that include instructional strategies and adjustments that meet the needs of all students.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: For all of our stakeholders, we will provide calendars that include our monthly assessments and newsletters that outline our goals and expectations. As part of our bi-weekly meetings, our teachers will receive coaching, review of data, creation of action plans and feedback that will prioritize data driven instruction. For our community and families, we will use our social media platforms and newsletters to update them of our goals and expectations. We will communicate our student expectations to our students through daily announcements and student assemblies.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: By the end of cycle 3, the CLT will ensure at least seven out of eight 3rd and 5th grade teachers will be able to identify common student misconceptions and plan adjustments to their daily instruction to meet the needs of all students as evidenced by PLC notes and agenda.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that supports and services are provided including facilitating Instruction Partners and Curriculum, Instruction, and Assessment staff activities including ensuring access to data in a timely manner 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

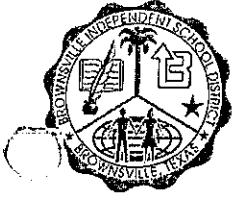
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	Instruction Partners contracted services		\$11,818.00
2	2	1	Instruction Partners contracted services		\$11,818.00
Sub-Total					\$23,636.00
Budgeted Budget Object Code Amount					\$47,271.00
+/- Difference					\$23,635.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	Region One training for CLT		\$1,400.00
Sub-Total					\$1,400.00
Budgeted Budget Object Code Amount					\$1,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$48,671.00
Grand Total Spent					\$25,036.00
+/- Difference					\$23,635.00

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	238	53	77	N/A	CBM	75	56	District Created Benchmark	80		82	
			All	All	Reading	Meets	STAAR	238	21	43	N/A	CBM	40	29	District Created Benchmark	46		47	
			All	All	Reading	Masters	STAAR	238	9	22	N/A	CBM	20	7	District Created Benchmark	25		26	
			All	All	Mathematics	Approaches	STAAR	238	40	68	N/A	CBM	70	60	District Created Benchmark	72		74	
			All	All	Mathematics	Meets	STAAR	238	16	41	N/A	CBM	41	26	District Created Benchmark	43		45	
			All	All	Mathematics	Masters	STAAR	238	8	20	N/A	CBM	20	11	District Created Benchmark	22		24	
			All	All	Science	Approaches	STAAR	238	33	37	N/A	CBM	40	48	District Created Benchmark	50		60	
			All	All	Science	Meets	STAAR	238	8	12	N/A	CBM	14	6	District Created Benchmark	16		18	
			All	All	Science	Masters	STAAR	238	4	1	N/A	CBM	4	0	District Created Benchmark	6		8	
Closing the Gaps	Focus 1	Academic Achievement	All	Special Ed	Mathematics	N/A	Mathematics	N/A	0	20	100	CBM	20	7	District Created Benchmark	22		24	
	Focus 2	Academic Achievement	All	ELL	Mathematics	N/A	Mathematics	N/A	17	39	100	District Created Benchmark	39	20	District Created Benchmark	40		42	

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	238	Did Not Meet	23	25	44	20		18	
					Approaches	77	75	56	80		82	
					Meets	43	40	25	46		47	
					Masters	22	20	4	25		26	
	Math	All	STAAR	223	Did Not Meet	32	30	40	28		26	
					Approaches	68	70	60	72		74	
					Meets	41	41	26	43		45	
					Masters	20	20	11	22		24	

Addendums



Vermillion Elementary School

6895 FM 802 Brownsville, TX 78521 | (956) 831-6060 | Fax: (956) 831-1093



Sandra G. Lopez, Principal

Sandra L. Garcia, Assistant Principal | Ada Fernandez, Dean of Instruction

Agenda
Vermillion 3rd-5th Planning
Saturday, August 20, 2022
WS#245105

- I. Purpose of the Meeting
 - a. Effective Lesson Planning
 - b. Focus of the Six Weeks
 - c. Nonnegotiable of implementation of Forethought
- II. Habits of Planning
 - a. Text Complexity
 - b. Standard Alignment
 - c. Coherence, Rigor
- III. Lesson Plan Cycle
 - a. TEKS
 - b. Content Objective
 - c. Guided Activity
 - d. CFU
 - e. Individual Practice
 - f. Differentiation
 - g. Formative Assessment
 - h. ELPS
- IV. Specialists Presentation- Focus for 1st Six Weeks
 - a. Science
 - i. Focus Activities for Standards
 - ii. Formative Assessments
 - iii. Exit Tickets/Bell Ringers
 - b. Math
 - i. Hands on Activities/manipulatives
 - ii. Imagine Math
 - iii. Math Initiative

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iv. Sharon Wells online resources

c. R/LA

i. Text Structure

ii. Graphic Organizer

iii. Bridge the Gap (nonreaders)

iv. Assessment (Checkpoints)

v. Writable

V. Developing Lesson Plans

VI. Closure

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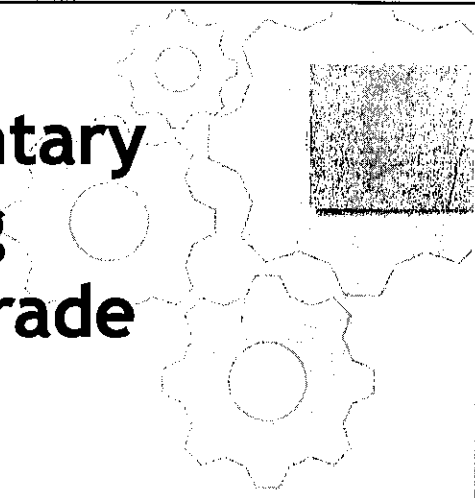
BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades.



3rd-5th Grade Planning Session with support from District Specialist for Math, RLA and Science.







Vermillion Elementary MATH Planning 3rd, 4th, and 5th Grade August 20, 2022



Agenda

- Sharon Wells - Scope & Sequence, Lesson Plans, Digital Platform
- Sharon Wells Six Weeks Assessments - Online (ETAZO Platform)
- New STAAR Testing Items
- TEAMS - Grade Level Learning Communities
- Imagine Learning
- Math Initiative - District Competition (Imagine Learning-Math Facts)
- i-Ready Assessment, Instruction, and Toolbox

Text Internalization Guidance

Step 1

Annotate as a Reader

Annotate once as a reader (read for your own comprehension)

- Highlight the key places in the text that communicate or build towards the central idea/theme.
- Jot down margin notes that summarize what you read in each section.
- Jot down questions in the margin that come up for you as you read.
- At the bottom of the text, synthesize in 1-2 sentences: What is the central idea/theme of the text?
 - Central Idea: What is the topic and what is the author's commentary on the topic?
 - Theme: What universal message(s) does the author want to communicate through this text?

Step 2

Annotate as a Teacher

Annotate again as a teacher (analyze what makes this text complex, looking for places to ask questions, possible misconceptions, literary elements, etc)

- Highlight the key portions of the text that students have to deeply understand. (*These are places in the text that communicate or build towards the central idea/theme.*)
- Annotate: What misconceptions might come up for students at these key portions of the text?
 - Is there **language** in this part of the text that is challenging? (*Think: technical or content-specific vocabulary, archaic language, formal or unfamiliar styles, literary devices and figurative language*)
 - Will the **structure** of this part of the text present a barrier to understanding? (*Think: Is the sentence structure complex or confusing for students? Are the relationships between ideas in this part of text explicit and clear? Is it clear how ideas in this part of the text relate to ideas from previous parts of the text? Are there text features that support students' understanding?*)
 - What **background knowledge** do students have to have to understand the text? Do they already have this knowledge?
 - Is the **purpose or meaning** of this text/part of the text explicit or implicit?
- Determine the text's complexity(ies)
 - *Language, structure, background knowledge, purpose/meaning*

Bridge to Learning
 Consider these questions about the text with your students in mind.

- What connections could be made between the text and students' lives?
- What systems of power can be investigated or questioned in this text?
- How does this text affirm my students' identities or perspectives?
- How does this text expand my students' perspectives on the topic?

Step 3

IEEs/Alignment
 (determine IEE Standard(s) that best align to the complexities within the text)

Standard	Description	Why this standard?

Step 4

Checks for Understanding
 (create CFUs that align to the complexities of the text and the standard(s))

- Annotate 1-2 questions you might ask students about each key portion of the text.
 - What questions might you ask to confirm literal comprehension of this part of the text?
 - What questions might you ask to help students navigate challenging **language, structure, background knowledge** demands or **purpose/meaning** of this part of the text?

Culminating Question for the Text:



Qualitative Factors of Text Complexity

COMPONENT	ASPECTS	WHEN A TEXT IS COMPLEX
Levels of Meaning and Purpose	Density and complexity	There are multiple levels of meaning, some of which are not clearly stated.
	Figurative language	There are many literary devices (e.g., metaphors, personification) or devices that the reader is not familiar with (e.g., symbolism, irony), as well as idioms or clichés.
	Purpose	Either the purpose is not stated, or is purposefully withheld. The reader has to determine the theme or message.
Structure	Genre	The genre is unfamiliar or the author bends the rules of the genre.
	Organization	It does not follow traditional structures such as problem/solution, cause/effect, compare/contrast, sequence or chronology, or feature rich descriptions.
	Narration	The narrator is unreliable, changes during the course of the text, or has a limited perspective for the reader.
	Text features	Features fewer signposts such as headings, bold words, margin notes, font changes, or footnotes.
	Graphics	Visual information is not repeated in the text itself, but the graphics or illustrations are essential to understanding the main ideas.
Language Conventinality and Clarity	Standard English and variations	Variations of standard English, such as regional dialects or vernaculars with which the reader is not familiar, are included.
	Register	It is archaic, formal, scholarly, or fixed in time.
Knowledge Demands	Background knowledge	The demands on the reader extend well beyond his or her personal life experience.
	Prior knowledge	The demands on the reader extend well beyond what he or she has been formally taught in school.
	Cultural knowledge	The demands on the reader extend well beyond his or her cultural experiences and may include references to archaic or historical cultures.
	Vocabulary	The words used are representations of complex ideas that are unfamiliar to the reader, or they are domain-specific and not easily understood using context clues or morphological knowledge.

SOURCE: Frey, N., & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex texts*. Thousand Oaks, CA: Corwin. Used with permission.

Text Complexity: Qualitative Measures Rubric¹

LITERATURE

Text Title _____

Text Author _____

Exceedingly Complex

Very Complex

Moderately Complex

Slightly Complex

TEXT STRUCTURE

- Organization:** Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail
- Organization:** May include subplots, time shifts and more complex characters
- Organization:** May have two or more storylines and occasionally be difficult to predict
- Organization:** Is clear, chronological or easy to predict
- Use of Graphics:** If used, illustrations or graphics are essential for understanding the meaning of the text
- Use of Graphics:** If used, illustrations or graphics support or extend the meaning of the text
- Use of Graphics:** If used, a range of illustrations or graphics support selected parts of the text
- Use of Graphics:** If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text

LANGUAGE FEATURES

- Conventionality:** Dense and complex; contains abstract, ironic, and/or figurative language
- Conventionality:** Fairly complex; contains some abstract, ironic, and/or figurative language
- Conventionality:** Largely explicit and easy to understand with some occasions for more complex meaning
- Conventionality:** Explicit, literal, straightforward, easy to understand
- Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading
- Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic
- Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic
- Vocabulary:** Contemporary, familiar, conversational language
- Sentence Structure:** Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts
- Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words
- Sentence Structure:** Primarily simple and compound sentences, with some complex constructions
- Sentence Structure:** Mainly simple sentences

MEANING

- Meaning:** Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text
- Meaning:** Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text
- Meaning:** Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety
- Meaning:** One level of meaning; theme is obvious and revealed early in the text.

KNOWLEDGE DEMANDS

- Life Experiences:** Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader
- Life Experiences:** Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers
- Life Experiences:** Explores several themes; experiences portrayed are common to many readers
- Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers
- Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements
- Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements
- Intertextuality and Cultural Knowledge:** Few references or allusions to other texts or cultural elements
- Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements

¹ Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title _____

Text Author _____

Exceedingly Complex

- Organization:** Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific
- Text Features:** If used, are essential in understanding content
- Use of Graphics:** If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text

TEXT STRUCTURE

Very Complex

- Organization:** Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits
- Text Features:** If used, directly enhance the reader's understanding of content
- Use of Graphics:** If used, graphics, tables, charts, etc. support or are integral to understanding the text

- Conventionality:** Dense and complex; contains considerable abstract, ironic, and/or figurative language
- Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading
- Sentence Structure:** Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts

LANGUAGE FEATURES

Moderately Complex

- Organization:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological
- Text Features:** If used, enhance the reader's understanding of content
- Use of Graphics:** If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text

- Conventionality:** Largely explicit and easy to understand with some occasions for more complex meaning
- Vocabulary:** Mostly contemporary, familiar, conversational; rarely overly academic
- Sentence Structure:** Primarily simple and compound sentences, with some complex constructions

PURPOSE

- Purpose:** Subtle and intricate, difficult to determine; includes many theoretical or abstract elements

- Subject Matter Knowledge:** Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts

- Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc.

Slightly Complex

- Organization:** Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict
- Text Features:** If used, help the reader navigate and understand content but are not essential to understanding content.
- Use of Graphics:** If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text

- Conventionality:** Explicit, literal, straightforward, easy to understand
- Vocabulary:** Contemporary, familiar, conversational language
- Sentence Structure:** Mainly simple sentences

- Purpose:** Explicitly stated, clear, concrete, narrowly focused

- Subject Matter Knowledge:** Relies on everyday, practical knowledge; includes simple, concrete ideas

- Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc.

