Accessibility 152

SPARK Weekly: Staff Edition

November 9 - November 13



Instructional Highlights: Learning in Action at Igo!

One of the best ways we grow as a campus is by learning from one another. Here are a few examples worth celebrating!

First Grade: Rehearsing Instruction Before Delivery

During PLC, first-grade teachers rehearsed the concept-development portion of a subtraction lesson by teaching the strategy to one another. The team agreed to use 10-frames to help students visualize and understand subtraction. This is a great example of teachers taking time to practice instruction, anticipate student needs, and strengthen lesson delivery before entering the classroom.

Kindergarten: Digging Deeper Into the TEKS

Our kindergarten team unpacked TEKS K.6E and engaged in productive discussion about the difference between sorting shapes and sorting shapes by their attributes. The team identified the importance of students recognizing and describing attributes such as sides, vertices, and faces. This kind of standards-based planning helps ensure that instruction moves beyond completing a task to developing a deeper understanding of the concept.

Third Grade ELAR: Students Demonstrating Deeper Thinking

Third-grade student work provided evidence of meaningful comprehension. Students demonstrated sequencing, inferencing, character analysis, and the ability to make connections to previously read chapters without teacher prompting. This is the kind of thinking we want to see: students independently applying what they have learned and making connections across a text.

Teacher Collaboration: Making Learning Relevant
Teachers shared creative ways to make story problems more meaningful by incorporating students' names into the problems. Small instructional choices like these can help students connect mathematics to familiar contexts and increase their engagement.

PLC Preparation: Purposeful Collaboration Makes a Difference
We also saw the value of thoughtful PLC preparation. **Third grade** came prepared, allowing the team to engage in a smooth and productive conversation. **Kindergarten** demonstrated productive, standards-based discussion as teachers worked together to clarify expectations and plan instruction.

Why This Matters
These examples reflect the instructional culture we are continuing to build at Igo: teachers collaborating, unpacking standards, rehearsing lessons, analyzing student thinking, and planning with purpose.

Our goal is not simply to cover the TEKS. Our goal is to ensure students understand, apply, explain, and transfer their learning. Thank you for the intentional work happening in our PLCs and classrooms. Keep sharing, rehearsing, questioning, and learning from one another. Every strong instructional decision moves us closer to our goal of student growth.

Our Campus-Wide Areas of Focus

As we conduct walkthroughs and coaching conversations, we will look for evidence of:

- Grade-level, standards-aligned instruction.
- Clear learning targets and explicit modeling.
- Students actively engaged in meaningful learning.
- Teachers checking for understanding and adjusting instruction.
- Flexible small groups based on student data.
- Intentional use of instructional resources and manipulatives.
- Students explaining their thinking and taking ownership of learning.
- Use of manipulatives

We have important instructional practices in place. Our next step is to strengthen consistency and ensure that what we plan in PLCs is visible in daily classroom instruction.

Remember every instructional decision moves student learning forward. As we continue our journey, let's keep asking ourselves:

Are our students learning what they need to learn, and are we using the evidence in front of us to determine what they need next?

Thank you for your commitment, collaboration, and dedication to our students. **Together, we will continue to IGNITE THE SPARK! One Team. One Focus. Continued Growth.**

See It! Own It! Try It!

Now, as we move through November, let's take an opportunity to learn from one another!

👀 **SEE IT:** Take a few minutes to explore the collage and notice the great things happening across our campus. Watch Presentation

🙌 **OWN IT:** If you recognize your classroom, your students, or your work, take a moment to celebrate it! Your efforts matter, and the impact you make every day deserves recognition.

💡 **TRY IT:** Find one strategy, activity, classroom routine, or creative idea that inspires you. Think about how you might adapt and apply it in your own classroom. Sometimes, one small idea can make a big difference in student learning!

I am incredibly proud of the work happening across Igo. We have navigated challenges, changes, and a busy start to the year, yet we continue to show resilience, support one another, and find ways to grow.

Thank you for the heart, creativity, and commitment you bring to our students and to one another.

Let's continue learning from each other, celebrating our successes, and IGNITING THE SPARK! 🔥

🌟 November Staff of the Month 🌟

Please join us in celebrating these outstanding members of our Igo team!

- **Lower Grades:** Mrs. Seeley and Mrs. Y. Flores
- **Upper Grades:** Mrs. Nemec and Mrs. Hall
- **Paraprofessional:** Mrs. Gloria Reyes
- **Support Staff:** Mrs. Martinez

Thank you for the care, dedication, and energy you bring to our campus. You help our students shine and keep us **igniting the SPARK!** 💙 ✨ Send your photo to Mrs. Carpenter.

Staff Perfect Attendance Reward

Mr. Alba, Mrs. Nemec, Mrs. Braiden, Mrs. Leise

Display Your Reward: Wear Jeans for a Month Certificate! 👖🏆
A little recognition for your hard work and dedication! Proudly display your certificate and enjoy wearing jeans for an entire month!

If I have not had the opportunity to personally tell you, I want you to know how much I appreciate each of you for showing up every day, even when circumstances and challenges make it difficult. Your dedication, perseverance, and commitment to our students do not go unnoticed. Thank you for continuing to show up for our students and one another, against all odds.

Exit Tickets: Use the Data to Drive Reteaching

Exit tickets provide a quick snapshot of what students understand at the end of a lesson. Use the results to determine next instructional steps and ensure that all students receive the support they need to master the learning objective.

Sort exit tickets into three instructional groups:

- **Got It:** Students demonstrate understanding and are ready to move forward. Provide opportunities for enrichment, extension, or independent application.
- **Almost There:** Students demonstrate partial understanding and need additional practice. Use this group to plan and deliver a brief, targeted reteach during the small-group portion of your instructional block.
- **Needs Support:** Students demonstrate significant gaps in understanding. Plan additional targeted reteaching and support during Cougar Time or the following day.

Important: These are flexible instructional groups, not permanent ability groups. Students should move between groups based on evidence of their understanding and progress. Reassess students after reteaching to determine whether they have mastered the learning objective and are ready to move forward.
Our Expectation: Assessment Drives Instruction.
Exit tickets should not simply be collected, graded, and put away. Teachers are expected to analyze student responses, identify misconceptions, group students according to demonstrated needs, and adjust instruction accordingly.

Remember: We don't just assess to see who learned. We assess to determine what we need to teach next.

Revisit SPARK Expectations Daily 💙

As we move into this busy time of year, some students may feel more anxious and need extra reassurance, structure, and consistency. Please revisit our **SPARK expectations—Safe, Prepared, Accountable, Responsible, and Kind—daily.** Model what these behaviors look like, give students opportunities to practice, and recognize their positive choices.
This is also a good time for us, as adults, to reflect on our own expectations and how consistently we communicate and reinforce them. Clear expectations, predictable routines, and calm responses help our days run more smoothly.

Teaching behavior expectations lays the foundation for learning. Thank you for creating classrooms where students feel safe, supported, and ready to learn!
SPARK Expectations

Igo Elementary Leadership Roles, Responsibilities, and Communication Expectations

As we continue working together to support our students and staff, it is important that we have a shared understanding of leadership roles, responsibilities, and communication processes. Clear communication and defined responsibilities help ensure that concerns are addressed appropriately, decisions are coordinated, and staff receive the support they need. Our shared goal is to maintain strong collaboration, accountability, and a consistent approach to serving the Igo Elementary community.

1. Principal – Campus Leadership and Communication
As Principal, I am responsible for the overall leadership, management, and instructional direction of Igo Elementary. I am the primary point of contact for matters related to Igo Elementary.

If you reach out directly to a district department regarding an Igo-related matter, please understand that campus-related questions or concerns may be redirected to me so they can be addressed through the appropriate campus leadership channels. I will collaborate with the appropriate members of our leadership team and district departments to determine next steps and ensure matters are addressed appropriately.

This expectation is intended to promote coordinated communication and consistent decision-making. It does not replace required reporting procedures or prevent direct communication when district policies, procedures, or established processes specifically require it.

2. Assistant Principal – Mrs. McLemore

Mrs. McLemore supports campus administration and the implementation of campus expectations. Her assigned responsibilities include 504 coordination, LPAC, student behavior support, testing and general administrative support.

3. Assistant Principal – Mrs. Chambers
Mrs. Chambers supports campus administration and the implementation of campus expectations. Her assigned responsibilities includes ARDs, behavior and Special Education support, and general administrative support.

4. Instructional Coach – Mrs. Koehler

Mrs. Koehler supports teachers in strengthening instructional practices and improving student outcomes. Her responsibilities include supporting the implementation of HQIM and lesson internalization, facilitating PLCs, analyzing student work and assessment data, modeling effective instructional practices, and partnering with teachers to plan targeted instruction, differentiation, and reteaching.

5. Communication Expectations
Our leadership team works collaboratively, and each position has distinct responsibilities. Staff members may work directly with the appropriate assistant principal or instructional coach for support within their assigned areas.

Please keep me informed of significant matters involving campus operations, personnel, instruction, assessments, or district coordination so that I can maintain an overall understanding of campus needs, provide appropriate support, and ensure decisions are aligned with campus and district priorities.

For student behavior requiring immediate administrative assistance, contact the front office so the appropriate administrator can respond. For immediate safety concerns, follow established emergency procedures, including using the classroom BLACK button when appropriate. Required reporting and emergency procedures must always be followed without delay.

6. Open Communication and Availability
I want every staff member to know that I am available to listen, answer questions, and address concerns. **My door is always open.** If you need to meet with me, simply send me an email requesting a meeting, and I will work with you to find a time.
You do not need to wait until a concern becomes a larger issue to reach out. I value open communication and want every staff member to feel comfortable asking questions, sharing concerns, and seeking support.

My responsibility is to lead Igo Elementary, support our staff, maintain accountability, and make decisions in the best interest of our students and campus.

Thank you for your continued professionalism, collaboration, and commitment to our students, staff, and the Igo Elementary community.



📚 Coach's Corner

Week of Nov. 16th PLC Schedule Change

- During the week of November 16, we will meet on Monday instead of Wednesday.
- This session will be professional development rather than our regular PLC.

Preparing for Nov. 11th PLCs

- Review your PLC agenda before Wednesday.
- Bring any student work or instructional evidence your team committed to reviewing.
- Know/Show submissions are needed for Lesson and Module Internalization PLCs.

🗓️ Looking Ahead

- November 10–13: STAAR Released Testing (ELAR), grades 3–5
- November 11: Regular Wednesday PLCs
- November 16: PLC Professional Development (Monday instead of Wednesday)
- November 16: Gabe Gillespie Campus Visit
- November 18: Engage2Learn PLC Support Visit
- November 20: SCR/ECR Scoring Deadline

🤝 PLC Corner

Before leaving PLC, make sure your team has identified a specific instructional move to implement and what student evidence you'll bring back to determine whether it worked.

🎞️Understanding Childhood Trauma | Part 1

If you missed Wednesday's professional development or would like to revisit the information, the recording will be available in our PLC Resources → Learn + Coach → Professional Learning Library. Please remember that this recording is for Igo staff only and should not be shared outside our campus.

📌 Classroom Displays and Anchor Charts

• Anchor charts: All teachers should have current anchor charts for every content area they teach. Anchor charts should be student-created or co-created with students. If you do not currently have anchor charts, please begin creating them with your students as you teach new content.

• ABC lines: ELAR classrooms should have an ABC line posted on the wall for students to reference during instruction and independent work.

• Number lines: Math classrooms should have a number line posted on the wall for students to reference during instruction and independent work.
• Learning targets and TEKS: Both must be updated and posted daily for each content area taught. Learning targets should clearly communicate what students are expected to learn, and posted TEKS must align with the day's instruction, including displays in classrooms and hallways.

🧮 Math Manipulatives

Manipulatives should be visible, accessible, and used regularly during math instruction.
• When a Bluebonnet lesson calls for specific manipulatives, those materials should be available and used during the lesson.
• When manipulatives are not explicitly listed, provide appropriate concrete materials based on the concept being taught and students' needs.
• Please use the Bluebonnet Math manipulative tubs purchased by Teaching and Learning during lessons and small-group instruction. These resources are intended for students to use, not just to be stored in classrooms.

📚 Beanstack Reading Minutes

Please make sure students are logging their reading minutes in Beanstack.
• Upper grades: Students should log their own reading minutes.

• Lower grades: Teachers should log reading minutes together with students.

🧡 A Little Spark of Appreciation!

I've enjoyed seeing the conversations happening during PLCs and the way teams are sharing ideas, looking at student work, and thinking through next steps together. I know there's a lot on everyone's plate right now, and I appreciate the work you're putting in each day to help our students grow. Thank you for all you do!

✨ Spark Shout-Out!

🎉 Congratulations to the nine staff members who found **“Purple Platypus Plans PLCs”** in last week's newsletter!
💜 Dana Newman, Lori Maughan, Jessica Womack, Jamie Golla, Karen Coopple, Jennifer Ward, Natalie Morton, Janine Nemic, and Cynthia Redman.
Thanks for reading and playing along!

🔎 Looking for This Week's Secret Spark?

This week's Secret Spark is a hidden **four-word phrase**! You'll have to look a little harder this time. It could be hiding anywhere in the staff newsletter! 👀
When you find it, send the phrase to **Heather Koehler** and tell me where you spotted it!

Attendance Corner



Here are the results of the first week of the November Attendance Challenge:

First Place - Mrs. Griggs, 3rd grade - 100%
Second Place - Ms. David and Ms. Jimenez, 2nd grade - 75%
Third Place - Mrs. Lara and Ms. Mouton, 1st grade - 50%
Mrs. Hansen and Ms. Veliz, 2nd grade - 50%
Fourth Place - Mrs. Rector and Ms. Cartwright, 4th grade - 25%
Mrs. Newman, Mr. Shine, Ms. Merkey and Ms. Sendejas, 5th grade - 25%

What a great start to our perfect attendance challenge! Keep a look out for the Attendance Challenge Tracker posters on the first and second floors!

Strengthening Family Communication

Strong communication is essential to building meaningful partnerships with families and supporting student success. Please consistently follow our campus communication expectations:

- **Weekly Newsletters:** Update grade-level newsletters by Friday morning for Friday distribution. Include upcoming learning, important dates, celebrations, and ways families can support learning at home. Remember, clear and consistent communication starts with you!
- **Weekly Take-Home Folders:** Send folders home at least once a week with student work and important information. Send incomplete assignments home on Fridays for students to complete and return on Mondays. Include a parent note with clear directions and any necessary support so families understand how they can help.
- **ParentSquare:** Use ParentSquare for timely, purposeful communication. Regularly share positive news, student growth, accomplishments, and celebrations so families hear about their child's successes, not just concerns.
- **Thoughtful Behavior Communication:** Address minor behaviors through classroom support and use professional judgment when determining when family contact is necessary. Avoid sending a stream of negative messages about every minor incident, as this can overwhelm families and weaken the home-school partnership. When concerns require parent contact, communicate objectively by sharing the facts, strategies already implemented, and a collaborative next step.
- **Protect Instructional Time:** Schedule routine parent calls and conversations during your conference period. Respond to parent correspondence within 24 hours. Serious or unsafe behaviors require immediate attention and communication in accordance with campus procedures.

- **Accurate Skyward Grades:** Enter grades consistently and follow district grading expectations, including reteaching, reassessment, and required accommodations or modifications. Carefully review missing assignments and grade entries to ensure recorded grades accurately reflect student learning and performance.
- **Assessment Communication Form!** This resource helps families better understand the skills their children have mastered and the areas where additional instruction and support are still needed.

Coaching, Student Growth, and T-TESS

We use our data wall, classroom observations, and evidence of student learning to determine the coaching support each teacher needs. Our goal is to provide meaningful feedback and support that strengthen instruction and help students grow.

Coaching Cycle Levels

- **Accelerated — Weekly:** Targeted coaching, practice, and feedback to strengthen priority instructional skills.
- **Build — Every two weeks:** Coaching to develop consistent instructional practices, with weekly informal follow-ups.
- **Sustain — Monthly:** Continued feedback to maintain strong practices and refine instruction.

Your coach may be **Mrs. McLemore, Dr. Vazquez, or Mrs. Koehler.** Coaching support is adjusted based on teacher progress and student learning needs.

How This Connects to T-TESS

As T-TESS observations continue, remember that your **45-minute observation does not, by itself, determine your end-of-year summative appraisal.** Your summative appraisal considers evidence collected throughout the year, including classroom observations and walkthroughs, progress toward professional goals, documented implementation of coaching feedback, and student growth through the district's approved process.

Every coaching cycle is an opportunity to practice, reflect, and demonstrate growth. Let's continue learning together and **igniting the SPARK!**

🗓️ Important Dates

- **November 11 — Veterans Day Program**
- **November 11 — Staff Meeting:** *Our Journey to Improve Campus Discipline, Part 2*
- **November 18 - Leadership Meeting only -CIP**
- **November 19 — Thanksgiving Lunch**

- **November 23–27 — Thanksgiving Break**



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