Leadership Matters

Instructional Rounds

Instructional Rounds will be held on Monday, October 24th and Tuesday, October 25th at the following campuses. The Instructional Officers will facilitate the rounds and frequent, small group, purposeful talk will be the problem of practice. Host campuses may add a problem of practice if they wish to. For the latest copy of the instructional rounds schedule and teams, please click here.

October 24, 2016
Team 1 - HS AP’s Team C
9:00-1:00 pm
Pebble Hills HS
Team 2 - Elem. Principals
Team B
1:00-3:00 pm
Sierra Vista
Team 3 - Elem. Principals
Team C
9:00-11:00 am
Helen Ball
Team 4 - HS AP’s Team D
1:00-3:00 pm
El Dorado HS
Team 5 - HS AP’s Team E
1:00-3:00 pm
Mission ECHS

October 25, 2016
Team 1 - Elem. Principals
Team D
9:00-1:00 pm
Vista Del Sol
Team 2 - MS Principals
1:00-3:00 pm
John Ensor MS
Team 3 - HS AP’s Team B
9:00-11:00 am
Americas HS
Team 4 - K-8 Principals
1:00-3:00 pm
John Drugan
Team 5 - K8 AP’s Team A
9:00-11:00 am

Eight Questions for Better Lessons

Otis Kriegel
October 2016 | Volume 74 | Number 2
Powerful Lesson Planning

Want to tweak your lesson planning? Keep these tips in mind.

There are umptillion ways to create perfect structures and ideal road maps to guide your students to a successful learning experience. Maybe you write your own lesson plans, collaborate with a colleague, or follow a scripted program. No matter the approach, here are eight questions to ask yourself so you can tweak any plan to be effective in your classroom.

To continue reading click on the link: http://www.ascd.org/publications/educational-leadership/oct16/vol74/num02/Eight-Questions-for-Better-Lessons.aspx

Announcement

Benchmark Information

A question has been presented regarding administration of the 3 week checkpoint, the 6 week checkpoint and the Fall Benchmark. Campuses have the option as to which checkpoints will be administered. A suggestion has been made that if a campus chooses to waive a checkpoint that the 3 week checkpoint is the best one to omit. The following timeline may help in making a campus decision:

3 weeks ends: November 4, 2016
Fall Benchmark window: October 31 - November 10, 2016
6 weeks ends: December 2, 2016
PBMAS/ System Safeguard Leadership Training Sessions

On Tuesday, October 18, 2016 and again on Tuesday, November 8, 2016 the Academic Services Department will be hosting multiple sessions for campuses that have significantly impacted the District’s PBMAS performance levels and/or have missed system safeguards. Principals and additional leadership team members at campuses that missed one or more system safeguards are asked to join us on at one of these sessions. We will work through the PBMAS indicators and system safeguards and determine the interventions that can best support students and impact campus performance as well as District performance.

The sessions are posted on the staff development website and have been scheduled to allow added flexibility in terms of the times teams wish to attend (8:00 to 11:00, 12:00 to 3:00 or 3:00 to 6:00). Due to limited space availability, please register yourself and have team members do the same on the staff development website under the course code PBM.

October 18, 2016
8:00-11:00 am - DSC Room B
12:00-3:00 pm - DSC Room B
3:00-6:00 pm - DSC Room B

November 8, 2016
8:00-11:00 am - DSC HR AB
12:00-3:00 pm - DSC HR AB
3:00-6:00 pm - DSC HR AB

Tech News

T-TESS and Technology in Practice

As we continue to develop an understanding of how to make meaningful decisions when using technology to meet T-TESS standards, TPACK and SAMR serve as frameworks that provide educators guidance for integrating technology into the learning environment.

What is TPACK?

Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

It’s represented by three overlapping circles. Each circle represents a different kind of knowledge that goes into a lesson:

- **Technological Knowledge**: The technology, digital tools, devices, etc. that you bring to the lesson
- **Pedagogical Knowledge**: The teaching knowledge (methods of teaching in general)
- **Content Knowledge**: The information and learning about your specific content area

What is SAMR?

SAMR stands for four levels of technology integration in education:

- **Substitution**: Where you use technology as a direct substitute for a previous activity with absolutely no changes (think of using a word processor instead of a typewriter)
- **Augmentation**: Another direct substitute for a previous activity but improvements are added (think of that same word processor but utilizing spell check and different fonts)
- **Modification**: Where the activity is significantly redesigned with new technology (think of incorporating e-mail or blogs to the previous writing)
- **Redefinition**: Where new tasks are created that were previously inconceivable (think of real-time editing a Google Document with...)

Click on the images for additional information on each framework

Blended Learning

<table>
<thead>
<tr>
<th>T-TESS</th>
<th>See Descriptor 4 pages 18-19</th>
</tr>
</thead>
</table>

TPACK identifies the need to address content, pedagogy and technology knowledge; T-TESS adds the dimension of knowing student learning styles and needs. By understanding the alignment of TPACK to T-TESS standards and using the SAMR model to affect change in technology integration practice, blended learning opportunities will increase for our students.
Cognitive Coaching for the 16-17 School Year

In an effort to support the implementation of TTESS, our district is offering 2 final cohorts of Cognitive Coaching.

These sessions are 8 full days and are only for those administrators who have not had the opportunity to participate in our past sessions.

**Cohort 3**
August 15-16, 2016
September 6-7, 2016
September 21-22, 2016
**October 26-27, 2016**

**Cohort 4**
August 17-18, 2016
September 8-9, 2016
November 15-16, 2016
December 8-9, 2016

---

**Early Childhood News**

I would like to send a big Thank you to all teachers who participated in the content advisory committees. I look forward to meeting with those teams again soon!

This month’s Focus is on **Word Study**. Word Study is taught during the first 30 minutes of **Reader’s Workshop**. Analyzing words is an integral part of understanding the meaning of words and it begins in Pre-K!! When we analyze words, we:

1. **Encode and decode** by understanding the different parts of words and....

2. **Talk about the meaning** of the parts that make up those words.

Here are a few skills that we can teach during Word Study to analyze words:

- **Phonemic Awareness**
  - rhyming
  - alliteration
  - syllables
  - # of words in sentences
  - # of sounds in a word
  - onset-rime

- **Phonics**
  - decoding/encoding
  - digraphs
  - diphthongs
  - blends
  - spelling patterns

- **Vocabulary**
  - multiple meanings
  - inflectional endings
  - prefixes
  - suffixes
  - greek roots
  - latin roots

---

**Coming Soon!!**

Prekindergarten Training Dates:
**October 26, 2016 from 12:30 pm - 3:30 pm**

---

**Please Note:** You can find more information on our department website [www.sisd.net/academicservices](http://www.sisd.net/academicservices)
Each year School Districts are required under Federal Law to conduct a census or count federally connected students by a specific date. Parents will be asked to complete this form for each of their children that are enrolled in the public schools. Information compiled from these forms will assist in determining the district’s allotment of Federal Impact Aid.

Impact Aid is a federal program through the Department of Education that provides funding for a portion of the educational costs for educating children whose families live on military installations, Indian lands, and other Federal land, or whose parents are employed on Federal property.

Since 1950, Congress has provided financial assistance to local school districts through the Impact Aid Program. This program was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children.

Please remind all parents of the importance of signing and returning this form. Failure to sign and return the form will result in the District not getting its correct allotment which in turn effects the education of your children. We all want a quality education for our children and this is another means in attaining that goal.

Impact Aid forms for the 2016-2017 school year should all be distributed by this time. Are you having any problems getting them returned? For parents who don’t understand why they need to complete them, you might provide them with the following letter received from Fort Bliss. Additionally, please stress that all information is strictly confidential, used only in the event of an audit to verify their employment. Thank you for supporting our efforts in providing the best education possible for their child.

If you would like additional information, you may call Ann Darnell at 915-937-4301 or email her at adarnell@sisd.net.
SISD Balanced Literacy Framework
This month I would like to focus on the Word Work component of the balanced literacy framework. I have received many questions as to what could be taught during this part of the BLF in grades 3-5. In addition to the elements of each genre or front-loading vocabulary for the story/passage that is being used to teach the skills that week, you can teach the vocabulary student expectations. One of the best things that can be taught during this time, however, is morphology and the six syllable types. Teaching students who are still learning how to read about base words, root words, affixes, and derivatives, helps them not just to decode but also how to attach meaning to what they are reading. As kids start maturing they start to better understand about how words work. It will be a great experience for both you and your students.

DATES to REMEMBER:

Poetry Paradise (Elementary & Secondary)
Teachers will be provided with different strategies to teach poetry.
  Date: October 6, 2016
  Time: 8:30-11:30 am
  Location: DSC

Whole Novels for the Whole Class* (Elementary & Secondary)
Teachers will learn a new approach to teaching the novel from the author herself: Ariel Sacks.
  Date: October 7, 2016
  Time: 8:00-11:30 am  OR 12:00-3:30 pm
  Location: DSC
  *By invitation please

Empowering Writers Revising and Editing* (Elementary & Secondary)
Teachers will be provided with strategies and resources for revising and editing.
  Date: October 19, 2016
  Time: 8:30 - 3:30 pm
  Location: Pebble Hills HS
  *By invitation please

Middle School Writing Teacher Network (Secondary)
Teachers will exchange strategies and ideas on teaching writing.
  Date: October 6, 2016
  Time: 1:00-3:00 pm
  Location: DSC

Kagan Cooperative Learning Structures (Secondary)
Teachers will be provided with effective teaching strategies and learning tools for cooperative learning, multiple intelligences, language learning, and emotional intelligence.
  Date: October 12, 2016
  Time: 8:30 - 4:00 pm
  Location: DSC
Creating Math Talk Communities
Erin L. Waggoner

Five strategies to encourage meaningful math talk
1. Discuss why math talk is important.
2. Teach students how to listen and respond.
3. Introduce sentence stems.
4. Contrast explanation versus justification.
5. Give an example.

Why should we talk?
To properly engage in meaningful mathematics discussions, students should understand why math talk is important. A few weeks into the school year, I asked my students to contribute their personal opinions about why they felt math talk was important. I posed the open-ended question—why is math talk important? As students shared freely, I jotted down their responses for everyone to view: “I think math talk is important because it’s better than sitting quietly and figuring out the problem yourself,” one student chimed in, as others nodded their heads in agreement. “You learn different strategies from other people,” voiced another student. And the statement I found the most profound was, “Mathematics discussions help us learn from each other, and we get to help others learn.” My students understood the basis of a math-talk learning community! At this point, I knew they found math talk helpful for understanding mathematics concepts because the students recognized its importance in our daily curriculum. Every couple of weeks, the class revisits these comments for reminders of why math talk is so important to their learning. This initial discussion set the stage to introduce other strategies to continue to improve our math talk community.

Upcoming Dates:
October 27, 2016 – 3rd Grade Math/Science Content Advisory Committee

Interactive Math Websites:
https://xtramath.org/#/home/index
http://mrnussbaum.com/math-for-kids/

Secondary

Intersession professional development opportunities:

Math as a Second Language for English Language Learners: Wednesday, October 5, 2016 from 1:00 pm - 4:00 pm at Options High School Library. This training will be for Elementary and Secondary Math teachers.

Effective Lesson Planning: Thursday, October 6, 2016 from 1:00 pm - 4:00 pm at DSC Project Room. This training will be available for 6th grade teachers.

Focus of the Month
Two ways to notice struggling students - 1) they plow through work with little conceptual understanding 2) they do not recognize meaningful math connections and relationships. These students might answer a few questions correct on a checkpoint but it does not mean they are comprehending the mathematical concepts.
ROBOCOM 3.0

We are excited to be offering a LEGO training to support this year’s ROBOCOM event. The dates listed below are specific to the campuses listed. Due to generous support from the SMART grant, we are able to offer this session to two coaches from each campus as specified. We are looking forward to an exciting year with STEM. Campuses have begun to submit participants. If you choose to have coaches participate, please verify that they have submitted their names to Ms. Jennifer Ellis-Martinez as soon as possible.

<table>
<thead>
<tr>
<th>October 18, 2016</th>
<th>October 19, 2016</th>
<th>October 20, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED Center (Eastlake)</td>
<td>DSC Room A</td>
<td>ED Center (Eastlake)</td>
</tr>
<tr>
<td>8:00 – 4:00pm</td>
<td>8:00 – 4:00pm</td>
<td>8:00 – 4:00pm</td>
</tr>
<tr>
<td>Chester Jordan</td>
<td>Campestre</td>
<td>Benito Martinez</td>
</tr>
<tr>
<td>James P. Butler</td>
<td>Ernesto Serna</td>
<td>Bill Sybert</td>
</tr>
<tr>
<td>John Drugan</td>
<td>Escontrías</td>
<td>Desert Wind</td>
</tr>
<tr>
<td>Loma Verde</td>
<td>HD Hilley</td>
<td>Dr. Sue Shook</td>
</tr>
<tr>
<td>Lujan-Chavez</td>
<td>Hueco</td>
<td>Elfida P. Chavez</td>
</tr>
<tr>
<td>Myrtle Cooper</td>
<td>Hurshel Antwine</td>
<td>Helen Ball</td>
</tr>
<tr>
<td>Sierra Vista</td>
<td>Jane A. Hambric</td>
<td>Horizon Heights</td>
</tr>
<tr>
<td>Vista Del Sol</td>
<td>Paso Del Norte</td>
<td>Mission Ridge</td>
</tr>
<tr>
<td>SSG. Manuel R. Puentes</td>
<td>Purple Heart</td>
<td>O’Shea Keleher</td>
</tr>
<tr>
<td>Sun Ridge</td>
<td>Robert R. Rojas</td>
<td>Col. John O. Ensor</td>
</tr>
<tr>
<td>Socorro Middle</td>
<td>Sgt. Roberto Ituarte</td>
<td>Montwood Middle</td>
</tr>
<tr>
<td>Salvador H. Sanchez</td>
<td>William D. Slider</td>
<td>Spc. Rafael Hernando III</td>
</tr>
<tr>
<td>Walter Clarke</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCIENCE FAIR

We are also continuing with this year’s science fairs. If you need additional information, please contact Ms. Jennifer Ellis-Martinez (jellis@sisd.net) for elementary science, or Ms. Stephanie Carrasco (ycarra@sisd.net) for secondary science questions.

- November 5, 2016 – Elementary Science Fair at Mission Ridge Elementary School
- December 10, 2016 – Middle School Science Fair at Pebble Hills High School
- January 21, 2017 – High School Science Fair at Pebble Hills High School
Social Studies News

Station Idea of the Month: Lap Books!

Lap books are a great way for students in any grade level to display their learning of a topic or unit in a holistic manner. Integrate Celebrate Freedom Week during the Balanced Literacy Workshop and have students create lap books covering a variety of topics, such as the Founding Fathers, what freedom means, the Bill of Rights, and the U.S. Constitution!

Did you know...?

On October 2, 1967, Thurgood Marshall became the first African American sworn in as associate justice in the U.S. Supreme Court. In 1777, the first big American victory during the Revolutionary War occurred at the Battle of Saratoga when British General John Burgoyne surrendered his army of 5,700 men to American General Horatio Gate.

Dates to Remember:

Kagan Professional Development
October 12, 2016
8:30 am - 4:00 pm

A Look Ahead:

A SE that is vertically aligned from Kindergarten through high school is that of our civic responsibility of voting! Please help students understand the importance of informed decision making when it comes to casting their votes. Election Day is Tuesday, November 8, 2016!

PRESIDENTIAL ELECTION 2016
I would like to take a moment to share with you updates that have occurred in our Advanced Academics Department.

The following members are part of our Advanced Academics Department:

Lourdes Coria – lcoria@sisd.net
Melissa Melendez – mmelen18@sisd.net
Nancy Torres – ntorre02@sisd.net

Below are the assignments for each of these coordinators – please feel free to contact:

<table>
<thead>
<tr>
<th>Lourdes Coria</th>
<th>Melissa Melendez</th>
<th>Nancy Torres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement</td>
<td>UIL - Academics</td>
<td>Dual Credit</td>
</tr>
<tr>
<td>Pre-AP Curriculum</td>
<td>Academic Decathlon</td>
<td>Early Colleges</td>
</tr>
<tr>
<td>AVID – Elementary</td>
<td>Destination Imagination</td>
<td>AVID - Middle &amp; K-8 Schools</td>
</tr>
<tr>
<td>AVID - High School Feeders</td>
<td></td>
<td>AVID High School Feeder</td>
</tr>
<tr>
<td>Gifted &amp; Talented – Montwood,</td>
<td></td>
<td>Gifted &amp; Talented – Americas,</td>
</tr>
<tr>
<td>Socorro and El Dorado Feeders</td>
<td></td>
<td>Eastlake and Pebble Hills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeders</td>
</tr>
</tbody>
</table>

**Upcoming Trainings for GT, AVID, DI, and UIL**

<table>
<thead>
<tr>
<th>Date</th>
<th>Professional Development</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 3 – 7, 2016</td>
<td>GT Core Training</td>
<td>8:00 am – 3:30 pm</td>
<td>DSC</td>
</tr>
<tr>
<td>October 7, 2016</td>
<td>Administrators &amp; Counselors GT Update</td>
<td>8:00 am – 3:30 pm</td>
<td>DSC</td>
</tr>
<tr>
<td>October 5, 2016</td>
<td>AVID Region 19 Director Meeting</td>
<td>9:00 am – 12:00 pm</td>
<td>EPISD</td>
</tr>
<tr>
<td>October 17, 2016</td>
<td>AVID Coordinators Meeting</td>
<td>4:30 pm - 6:00 pm</td>
<td>Americas HS</td>
</tr>
<tr>
<td>October 17, 2016</td>
<td>IOWA Assessment Training</td>
<td>8:00 am -11:30 am 12:00 pm – 3:30 pm</td>
<td>EDC</td>
</tr>
<tr>
<td>October 19, 2016</td>
<td>AVID Coordinator Workshop</td>
<td>8:00 am – 3:30 pm</td>
<td>DSC Room AB</td>
</tr>
<tr>
<td>October 20, 2016</td>
<td>GT Campus Coordinator Meeting</td>
<td>4:30 pm – 6:00 pm</td>
<td>EDC</td>
</tr>
<tr>
<td>October 26, 2016</td>
<td>WICOR AVID Elementary</td>
<td>4:30 pm – 6:00 pm</td>
<td>DSC Academic Services Conference Room</td>
</tr>
</tbody>
</table>

Reminder: All UIL Academics and UIL Coordinators names are due October 20, 2016
Bilingual Buzz

Dates to remember:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5, 2016</td>
<td>LPAC—Monthly</td>
<td>8:30 am - 11:30 am</td>
<td>DSC HR AB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30 pm - 3:30 pm</td>
<td></td>
</tr>
<tr>
<td>October 6, 2016</td>
<td>LPAC/ SPED Admin.—Make-up</td>
<td>8:30 am - 11:30 am</td>
<td>DSC</td>
</tr>
<tr>
<td>October 3-7, 2016</td>
<td>PK/ Kinder ESL Academies</td>
<td>8:00 am - 2:00 pm (Mon - Fri)</td>
<td>At participating campuses</td>
</tr>
</tbody>
</table>

Great opportunity for teachers seeking ESL Supplemental Certification! Check out this two day prep session provided by Region 19!

![ESL Supplemental Certification](image)

All teachers are language teachers because we all need to teach students the language of our content. Teaching this academic language needs to be purposeful and focused. When looking at your next unit, think about the following questions:

**Questions to Ask When Prioritizing Words for Intensive Instruction**

- Is it a key word for the theme or unit topic?
- Is it an academic word that will help students discuss, read or write about the topic?
- Is it a high frequency word or one that has value beyond this lesson?
- Is it a word that might confuse an English learner because it is similar to a known word, is a different meaning of a known word or is idiomatic?
- Do students have background knowledge about this topic already?
- Is there an opportunity to teach a word part or a logical connection/transition word?
- What is the proficiency level of my students and how might it affect my vocabulary decisions?

From there—think about the words that you need to teach, when do they come in the unit? How will you teach them? And finally, but just as important, what opportunities are you going to give students to “play” with and practice the language so that they truly take it in and make it their own.
Due to change to the STAAR assessment system, there are several accommodation changes that are coming up for the 2016-2017 school year. The changes to the existing accommodations will be minimal and the new online accommodations will be added as part of the new STAAR Online Testing Platform (See bolded Designated Support Accommodations Below). TEA has indicated that these accommodation and eligibility criteria changes will not be posted on the TEA website until the end of October.

Accommodations will no longer be an Accommodations Triangle separated into Type I or Type 2. Accommodations will now be divided into 3 categories with broader eligibility criteria. Categories will be as follows:

a. Accessibility Features (Formerly known as Allowable Test Administration Procedures and Materials)
   i. Available to all students who need them. See table below:

| General Reminders to Stay on Task | Third Grade Math Reading Assistance | Read Aloud Writing Prompt to Student |
| Scratch Paper | Color overlay/Color | Read Test Aloud to Self |
| Highlighter, etc. | Signing Test Directions | Small Group |
| Individual Administration | Place Marker/Guideline | Magnifying Devices/Zoom |
| Minimize Distractions | Translating test administration directions |

b. Designated Supports (Formerly known as Type 1 or Linguistic Accommodations)
   i. The appropriate team of people at the campus level has determined and documented that the student meets the revised eligibility criteria:

| Amplification Devices | Extra Time | Oral/Signed Administration |
| Basic Transcribing | Spelling Assistance | Projection Devices |
| Braille | Language and Vocabulary Supports | Individualized Structured Reminders |
| Calculation Devices | Large Print | Supplemental Aids |
| Content Supports | Manipulating Test Material |
| Dictionary | Math Manipulatives |

    c. Designated Supports Requiring TEA Approval (Formerly known as Type 2 Accommodations)
    i. The appropriate team of people at the campus level has determined student eligibility and submitted an accommodation request form (ARF) to TEA.

| Complex Transcribing | Extra Day |
| Math Scribe | Photocopy | Other |

ii. ARF window will open early 2017.

If the ARD or Section 504 committee has already selected the STAAR A assessment for the Spring 2017, the committee will need to update the student’s IEP or 504 plan so that it reflects the accommodations the student requires during testing. We have received confirmation from TEA that these updates can be done through an amendment; however, we recommend that you don’t do any updates until TEA finalizes their changes at the end of October.

For any additional questions please contact Sergio Maldonado at (915) 937-0294 or smaldo@sisd.net.

Texas Assessment Program Changes – Please review and share the attached document for important
Professional Development

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Para-Educators Conference</td>
<td>October 3, 2016</td>
<td>8:00 am - 4:30 pm</td>
<td>Region 19 on Boeing</td>
</tr>
<tr>
<td>LPAC &amp; SpEd Make-up Session</td>
<td>October 6, 2016</td>
<td>8:30 am - 11:30 am</td>
<td>DSC</td>
</tr>
<tr>
<td>BIC Academy</td>
<td>October 26, 2016</td>
<td>8:30 am - 3:30 pm</td>
<td>Eastlake HS</td>
</tr>
</tbody>
</table>

We will be offering CPI Training **EVERY MONTH** for the 2016-2017 school year. This will facilitate the opportunity for every campus to train their TBSI campus core teams.

Just as a reminder, every campus must have a TBSI campus core team which should consist of (at minimum) one special education teacher, one general education teacher, and one administrator. Every campus will have specific needs and may have to train additional faculty or staff in order to best meet those campus issues or needs.

All training dates are currently posted on the Staff Development website. Each training date is restricted to **ONLY 40 PARTICIPANTS**, therefore it is best to register early. It is also recommended that if a campus plans to train a large number of people, they stagger their staff to attend different training dates throughout the year.

**CPI: Nonviolent Crisis Intervention**

Date: October 3-4, 2016  
Time: 8:30 am - 3:30 pm  
Place: Pebble Hills HS  
Audience: Campus Principals and DSC Admin

**Coffee with the Director:**

October 27, 2016 from 8:30 am - 10:00 am at the DSC TBA.  
**Topic:** STAAR and STAAR Alt2—State Assessments for Special Education

**What Teachers Should Know and Do:**

Meet with your General Education Teachers in order to:
- Interpret the IEP.
- Review accommodations/modifications/PLAAFPS/goals and/or objectives/BIPs and any assistive technology.
- Create student/learner profile.
- Make sure that ARD dates, for the year, are scheduled and communicated to the appropriate personnel.
- Draft goals/objectives, which should be provided to parents 10 days before the scheduled ARD.

**Experience & Learning Pyramid**
NCLB Nuggets
Every Month State and Federal will sent out a reminder to campuses as to what documentation needs to be added to the campus crate. Below are some steps to assist you in using the Title Crate.

Title I Crate
Title I Crate Software is a web-based, interactive filing system designed to store, monitor and manage all of the documentation required to operate a Title I school. This is where all of the Title I and LPAC documentation will be held.

Helpful Hints on using the Title I Crate
1. Campus Administrator can assign tasks to different individuals by creating user names and passwords for the person and then assigning them the task.

USER NAMES AND PASSWORDS
Your username is always your school email address. To change your password:
- Click on “Account” in the upper right-hand corner where you see the icon of a man.
- Click on “Edit” in the card where you see your name, enter a new password and click on “Save User.”

DIRECTIONS FOR NEW USER SETUP
- Insert the new user’s first and last name.
- Insert the user’s school district email address
- Insert the user’s school district email address again for the username (Note: Coming soon; email address will automatically be added as username so that you enter it only once when setting up new users.)
- Use the school district’s initials (i.e., ssd) for the initial password. Then, direct the person to change his/her password by going to account and clicking on “Edit” on their name card. Users can change passwords again at any time. There are no password requirements for length, characters, etc.

Check the box labeled “Send Password to User.” This actually sends the URL, the username and password to the new user. If you check this box, the new user will be required to change their password when they initially log in.

- Select the appropriate title. If the right title does not appear in the dropdown menu, click on the chat box and ask for the correct title to be added.
- Select the campus. (Only a District Power User can edit this.)
- Select the correct role.
- Save!

UPLOAD PAGE
Found in both district and campus crates, the upload page is where documents are uploaded and stored. It is also where users can view the entire crate.

Viewing Options – To the far right of the “miscellaneous” button, you can choose to view the files assigned to you, or you can view all of the files in the crate. District Users and Campus Users will only see files they are responsible for in their crate. District Power Users and Campus Power Users will see ALL files for the selected crate.

Sorting Options – After selecting either the files assigned to you or all of the files in the crate (to the far right below Account and Help), you can select to view the files through these filters:

- All – All files in the crate.
- Due this Week – All files that are due through Sunday of the current week.
- Outstanding – All files that are due for the remainder of the year including due this week, overdue, and rejected.
- Overdue – All files that have not been uploaded by the due date or rejected files that have not been resubmitted by the due date.
- Rejected – All files that were uploaded, reviewed, but not approved.
- Miscellaneous – There are two uses for the miscellaneous file.

Documents that are in draft format and not ready to be uploaded can be placed in this file. This is a temporary holding location where you can store documents while you are creating and editing them. When they are ready to be submitted for approval, move them to the correct folder.

Documents that are not specifically requested in Title I Crate can also be stored here.

Please feel free to contact State and Federal Programs if you need assistance in using the Title I Crate.
ACADEMIC SERVICES

Address:
12440 Rojas Drive
PO Box 292800
El Paso, Texas 79928

Phone:
Phone: 915-937-0000