

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



"Home of the All-Stars"

Campus Number: 031901133

Board Approval Date: December 13, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. Rene Gutierrez
Roni Louise Rentfro

Principal: Deyanira Garcia
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: Deyanira Garcia

Table of Contents

- Data Analysis 4
 - Student Achievement 4
 - School Progress 4
 - Closing the Gaps 5
 - Subject Areas and Student Groups 6
- Essential Actions 7
 - Cycles 1-3 8
 - Cycle 4 8
- Cycles 9
 - Cycle 1 - (Sept – Nov) 10
 - Cycle 2 - (Dec – Feb) 15
 - Cycle 3 - (Mar – May) 22
 - Cycle 4 - (Jun – Aug) 24
- Campus Grant Funding Summary 25
- Student Data 26
 - Student Achievement and Closing the Gaps 27
 - Academic Growth 27
- Addendums 27

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our campus goal is to achieve an overall A rating. We want to improve our student achievement score of a C to a B.

The campus overall goal to achieve a B in Domain 1 Student Achievement is:

80% Approaches

50% Meets

28% Masters

In order to achieve this overall score, we are targeting the following goals:

Reading 80% Approaches , 54% Meets , 30% Masters

Math 81% Approaches , 51% Meets, 29% Masters

Science 73% Approaches, 36% Meets, 20% Masters

Campus Action Plan includes tutoring supports, interventions, accelerated instruction and prioritizing standards/students to address and improve student learning.

School Progress

What accountability goal has your campus set for this year?

Domain 2B:

Our goal is to attain a component score in Domain 1 that will allow the campus to maintain a rating of A for Domain 2.

If we focus on overall achievement, and increase Domain 1 score then our relative performance will also improve. We expect to continue at 96% low socio economic status, and we want to make sure to identify all students. We will provide tutoring through extended day and interventions through designated classroom time to improve all students academically.

Closing the Gaps

What accountability goal has your campus set for this year?

Our goal is to close the gaps with our SPED population and reach 19% for Reading and 23% for Math.

This goal includes reaching the TELPAS goal.

Focusing on these areas will help meet the targets set for Special Ed Population and the overall scale score can increase to an 80 giving the campus a rating of a B.

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?

The subject areas of focus this year will be 3rd and 4th grade Reading and Math because this was the lowest areas of performance based on last year's scores. Our 4th grade group will focus on gaining growth points and our 3rd grade team will focus on achievement. Our 5th grade scores have shown to be significantly higher in the past, and this group will focus on Student Achievement in the areas of Meets and Masters. We will also focus on EBs advancing at least one level from one school year to the next to meet the TELPAS requirements for this school year.

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

The goals focus on the Special Education students achieving Meets in Reading and Math in order to improve the closing the gaps overall rating to a B.

Another student group that will be a focus is the EBs and their improvement on the TELPAS ratings to meet the state target.

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: Partial Implementation

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial 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: Planning for Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

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: Partial Implementation

Key Practices:

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?: Although the campus did not meet any of the data performance goals, we immediately analyzed the data and determined that students struggled with the online testing, especially for the new question types. Another challenge that is being addressed to accelerate students progress is the teachers were somewhat behind on the scope and sequence as the campus focused on planning more effective instruction so students will perform better on the next assessments.

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

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the Effective Schools Framework diagnostic results, there is a need for administration to give frequent feedback on their lesson plans that include an area of refinement to address prior to instruction. There is a need for administration to provide guidance to teachers to ensure lesson alignment of objectives, activities, and formative assessments.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Professional Development by Instructional Partners will be provided to administrators at the beginning of the school year. Instructional Partners will conduct campus visits and provide walkthrough feedback for growth instruction in Reading and in Math. In addition, the Instruction Partners will provide leadership with on-going coaching cycles to support work with faculty. Administrators will turn around and share with 3rd-5th and follow through on implementation and feedback to ensure all teachers are planning with high quality instruction materials aligned to the calendars and providing formative assessments to ensure students' progress and make changes to instruction. Action plans will also be created by Instruction Partners and administration to address instructional needs in reading and math.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be informed of expectations at the beginning of the school year during campus staff development. The campus will revisit our focus during weekly PLCs. Community and family members will be notified through social media, school events, and school postings. This will create buy in and motivation to work together to implement changes in instructional practices. Teacher and student feed back that is collected through focus groups, conferences, and surveys will be used to implement changes as needed. During teacher and leadership student progress conferences, students will be able to learn about and share information about instructional practices that are being provided.

Desired Annual Outcome: Essential Action 4.1: By the end of May 2023, instructional leaders will ensure that at least 90% of 3rd-5th grade classroom lesson plans in Forethought will have daily formative assessments to assess student learning as evidenced in 3 week progress measure checks. Teachers will meet weekly to discuss formative assessment data and make adjustments to the following week's lesson plan to inform instruction as evidenced in monthly PLCs agendas and revised lesson plans.

District Commitment Theory of Action: If the district provides support to the campus by conducting walkthroughs and providing coaching and feedback based on observations, then implementation of highly quality instructional materials including interim and formative assessments will be seen in the classrooms and student performance will increase.

Desired 90-day Outcome: By the end of November of 2022, campus administration and Instruction Partners will provide 90% of 3rd-5th grade teachers professional development on formative assessments and lesson plan design. At least 50% of STAAR testing teachers will implement formative assessments 2 times a week in their lesson plans. Monthly PLCs will be held to review and check lesson plans with Aiken Lesson Plan Checklist and administration will provide feedback and coaching to teachers as evidenced in the meeting agendas and notes.

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 VIP and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus administration and Instruction Partners did provide 100% of the 3rd-5th grade teachers with professional development on formative assessments and lesson plan design. At least 50% are now implementing formative assessments 2 times a week in their lesson plans.

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?
A challenge we will encounter is scheduling time and prioritizing lesson plan feedback/guidance during monthly PLCs.	Action Step 3	This action step will establish monthly PLC protocols with teachers and ensure administration is providing the feedback and guidance to teachers prior to their lesson implementation.

Step 1 Details	Reviews
<p>Action Step 1: Administration will meet with Instruction Partners to train on effective instructional practices including internalization of text and a lesson plan template that includes formative assessments.</p> <p>Evidence Used to Determine Progress: Evidence of the action step will include the meeting and agenda for the trainings.</p> <p>Person(s) Responsible: Instruction Partners and administration</p> <p>Non-Funded Resources Needed: Scheduled time for training and training resources</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 1, 2022 - Frequency: Ongoing - Evidence Collection Date: September 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: November 10th</p>
Step 2 Details	Reviews
<p>Action Step 2: Administration and Region One will provide a turn around training on formative assessments to teachers during campus staff development day.</p> <p>Evidence Used to Determine Progress: Evidence of action STEP 2 will be seen on the beginning of the year teacher campus staff development.</p> <p>Person(s) Responsible: Administration</p> <p>Non-Funded Resources Needed: Scheduled time in the BOY staff development</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 10, 2022 - Frequency: Ongoing - Evidence Collection Date: August 19, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: August 11, 2022</p>

Step 3 Details	Reviews
<p>Action Step 3: Administration will provide continuous support and guidance during monthly PLC meetings to ensure teachers are implementing formative assessments in their lesson plans.</p> <p>Evidence Used to Determine Progress: Teacher's lesson plans / Monthly PLCs with AGENDAS/ lesson plan feedback and revisions</p> <p>Person(s) Responsible: Administration</p> <p>Non-Funded Resources Needed: Scheduled time/ teacher lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 4, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Documented on lesson plan checklist</p>
Step 4 Details	Reviews
<p>Action Step 4: The campus instructional leaders will meet to create the Aiken Lesson Plan checklist and will then calibrate the look fors prior to ensure consistent feedback to teachers.</p> <p>Evidence Used to Determine Progress: Aiken Lesson Plan checklist</p> <p>Person(s) Responsible: Principal and Dean</p> <p>Non-Funded Resources Needed: T-TESS rubric Instruction Partners Classroom observation content Lead4ward District lesson plan guidance</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 26, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Principal, Assistant Principal and Dean</p>

Cycle 1 - (Sept – Nov)

2. 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 ESF visit and teacher feedback, training and ongoing support on best practices and job embedded professional development including daily lesson level formative assessments aligned to daily student tasks used to assess if students learned the lesson objective is lacking in order to increase students achievement and improve TIER 1 instruction.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Administration will work with Instruction Partners to focus on classroom instructional strategies that can standardize effective teaching practices. Administration will turn around training through monthly scheduled PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The beginning of the school year meetings will include campus vision with set goals on expectations for the school year including the daily use of highly quality instructional materials aligned to interim and formative assessments. A calendar will be shared with teachers to show scheduled monthly PLCs and Professional Development that will be provided. Weekly PLCs will be used to reflect on practices and continue to re-focus our goals. Parents and community members will be informed through campus notices or social media. Aiken shout-outs and walkthrough feedback will create buy in and motivate teachers. During teacher and leadership student progress conferences, students will be able to learn about and share information about instructional practices that are being provided.

Desired Annual Outcome: Essential Action 5.1: By May 2023, campus instructional leaders will provide training and ongoing support so that 100% of 3rd-5th grade reading and math teachers effectively use research-based teaching practices (Cafe Conversations or Think-Pair-Share, Idea Shuffle, and Fact or Myth) that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. This will be evidenced by the Instruction Partners Classroom Habits of Collaborative Planning Template used during monthly PLCs and in the BISD classroom observation feedback documentation.

District Commitment Theory of Action: If the district supports the campus and teachers by conducting walkthroughs and providing feedback and coaching based on observations, then the teacher's instructional practices will improve and students progress will be evident in district benchmarks and other formative assessments.

Desired 90-day Outcome: By the end of November 2022, 90% of 3-5th grade reading and math teachers will be trained in research-based effective instructional practices that promote critical thinking and student discourse and differentiation. lesson plan guidance and feedback in Reading and Math. This will be evidenced in grade levels and PLC agendas and minutes. The Instruction Partners classroom observation tool will be used to establish a baseline for monitoring progress in the next 2 cycles.

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 campus visits and classroom walkthroughs to help monitor implementation of action steps for this Cycle.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All of the 3-5th grade reading and math teachers were trained in a variety of research-based effective instructional practices that promote critical thinking and student discourse and differentiation by lead4ward, Instruction Partners and Region One staff. The CLT and Instruction partners have provided lesson plan guidance and feedback in Reading and Math during several PLCs.

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?
A challenge will be to establish clear protocols and expectations of monthly PLCs used for feedback and guidance on teachers' lesson plans.	Action Step 3	In this action step, administration will discuss a lesson plan checklist of clear expectations for lesson plans. This checklist will guide the PLC discussion and guidance and feedback on lesson plans during monthly PLCs.

Step 1 Details	Reviews
<p>Action Step 1: Administration will be trained by Instruction Partners on using effective research based instructional strategies to support all students. Administration will also participate in Region One professional development.</p> <p>Evidence Used to Determine Progress: Meeting agenda and resources provided during Instruction Partners training.</p> <p>Person(s) Responsible: Instruction Partners / District</p> <p>Non-Funded Resources Needed: Scheduled time for meeting, location, and materials provided by Instruction Partners</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 1, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p> <p>Funding Sources: Region One professional development - 6400-Other operating costs - \$1,400</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Training continues monthly</p>
Step 2 Details	Reviews
<p>Action Step 2: Administration will meet to establish new PLC protocols and design a teacher checklist to guide monthly PLCs and lesson plan feedback and guidance.</p> <p>Evidence Used to Determine Progress: Lesson Plan Checklist PLC Protocols</p> <p>Person(s) Responsible: Administration</p> <p>Non-Funded Resources Needed: Time and planning to create checklist and finalize protocols with administration is needed.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 19, 2022 - Frequency: One Time - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Continue to refine to better address campus needs.</p>

Step 3 Details	Reviews
<p>Action Step 3: Administration will meet with Reading and Math PLCs to discuss the lesson plan checklist and expectations for teacher discussions and lesson plan feedback and guidance that will take place during monthly PLCs.</p> <p>Evidence Used to Determine Progress: Meeting/ Training AGENDA with checklist and protocols</p> <p>Person(s) Responsible: Administration</p> <p>Non-Funded Resources Needed: Lesson Plan checklist PLC Protocols with teacher expectations</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Continues to be included in weekly PLCs</p>
Step 4 Details	Reviews
<p>Action Step 4: Administration will establish a schedule for ELA and Math PLCs to ensure collaborative lesson planning and administration feedback is occurring during monthly PLCs.</p> <p>Evidence Used to Determine Progress: PLC meeting schedule with agendas</p> <p>Person(s) Responsible: Administration</p> <p>Non-Funded Resources Needed: Calendar / Schedule</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Met</p>

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the Effective Schools Framework diagnostic results, there is a need for administration to give frequent feedback on their lesson plans that include an area of refinement to address prior to instruction. There is a need for administration to provide guidance to teachers to ensure lesson alignment of objectives, activities, and formative assessments.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Professional Development by Instructional Partners will be provided to administrators at the beginning of the school year. Instructional Partners will conduct campus visits and provide walkthrough feedback for growth instruction in Reading and in Math. In addition, the Instruction Partners will provide leadership with on-going coaching cycles to support work with faculty. Administrators will turn around and share with 3rd-5th and follow through on implementation and feedback to ensure all teachers are planning with high quality instruction materials aligned to the calendars and providing formative assessments to ensure students' progress and make changes to instruction. Action plans will also be created by Instruction Partners and administration to address instructional needs in reading and math.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be informed of expectations at the beginning of the school year during campus staff development. The campus will revisit our focus during weekly PLCs. Community and family members will be notified through social media, school events, and school postings. This will create buy in and motivation to work together to implement changes in instructional practices. Teacher and student feed back that is collected through focus groups, conferences, and surveys will be used to implement changes as needed. During teacher and leadership student progress conferences, students will be able to learn about and share information about instructional practices that are being provided.

Desired Annual Outcome: Essential Action 4.1: By the end of May 2023, instructional leaders will ensure that at least 90% of 3rd-5th grade classroom lesson plans in Forethought will have daily formative assessments to assess student learning as evidenced in 3 week progress measure checks. Teachers will meet weekly to discuss formative assessment data and make adjustments to the following week's lesson plan to inform instruction as evidenced in monthly PLCs agendas and revised lesson plans.

District Commitment Theory of Action: If the district provides support to the campus by conducting walkthroughs and providing coaching and feedback based on observations, then implementation of highly quality instructional materials including interim and formative assessments will be seen in the classrooms and student performance will increase.

Desired 90-day Outcome: By the end of February of 2023, at least 60% of STAAR testing teachers will implement formative assessments 2 times a week in their lesson plans. PLCs will be held at least twice a month to review and check lesson plans with Aiken Lesson Plan Checklist and administration will provide feedback and coaching to teachers as evidenced in the meeting agendas and notes.

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 and helping to monitor implementation of action steps for the Cycle.

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?
One challenge for this cycle will be due to fewer campus leadership team members being available to provide feedback and coaching on a weekly basis.	Action Step 4	The CLT will at least continue providing feedback twice a month during this cycle.

Step 1 Details	Reviews
<p>Action Step 1: Campus Administration will revise teacher's planning schedule to prioritize Professional Learning Communities (PLC) meetings.</p> <p>Evidence Used to Determine Progress: Revised schedule</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: Revised teacher and support staff schedules</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: One Time - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus Administration will create a monthly schedule with designated time to prioritize reviewing lesson plans and provide feedback according to the checklist.</p> <p>Evidence Used to Determine Progress: Administration lesson planning feedback schedule</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: Scheduling time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: One Time - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus Administration will provide a formative assessment refresher to 3rd-5th grade teachers.</p> <p>Evidence Used to Determine Progress: Training agenda with notes and handouts.</p> <p>Person(s) Responsible: Principal Assistant Principal Dean</p> <p>Non-Funded Resources Needed: Formative Assessment Training handouts</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: Stipends - 6100-Payroll - \$2,025</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Professional Learning Communities will continue to be held at least twice a month to work collaboratively on formative assessments and review the lesson plan checklist for ELA/Math.</p> <p>Evidence Used to Determine Progress: PLC agendas with notes PLC Calendar Lesson Plan checklist</p> <p>Person(s) Responsible: Principal Assistant Principal Dean</p> <p>Non-Funded Resources Needed: Teacher Lesson Plans Formative Assessment resources</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: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: Administration will continue to meet with Instruction Partners to train on effective instructional practices including internalization of text and a lesson plan template that includes formative assessments.</p> <p>Evidence Used to Determine Progress: Evidence of the action step will include the meeting and agenda for the trainings.</p> <p>Person(s) Responsible: Instruction Partners and administration</p> <p>Non-Funded Resources Needed: Scheduled time for training and training resources</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 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>

Cycle 2 - (Dec – Feb)

2. 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 ESF visit and teacher feedback, training and ongoing support on best practices and job embedded professional development including daily lesson level formative assessments aligned to daily student tasks used to assess if students learned the lesson objective is lacking in order to increase students achievement and improve TIER 1 instruction.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Administration will work with Instruction Partners to focus on classroom instructional strategies that can standardize effective teaching practices. Administration will turn around training through monthly scheduled PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The beginning of the school year meetings will include campus vision with set goals on expectations for the school year including the daily use of highly quality instructional materials aligned to interim and formative assessments. A calendar will be shared with teachers to show scheduled monthly PLCs and Professional Development that will be provided. Weekly PLCs will be used to reflect on practices and continue to re-focus our goals. Parents and community members will be informed through campus notices or social media. Aiken shout-outs and walkthrough feedback will create buy in and motivate teachers. During teacher and leadership student progress conferences, students will be able to learn about and share information about instructional practices that are being provided.

Desired Annual Outcome: Essential Action 5.1: By May 2023, campus instructional leaders will provide training and ongoing support so that 100% of 3rd-5th grade reading and math teachers effectively use research-based teaching practices (Cafe Conversations or Think-Pair-Share, Idea Shuffle, and Fact or Myth) that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. This will be evidenced by the Instruction Partners Classroom Habits of Collaborative Planning Template used during monthly PLCs and in the BISD classroom observation feedback documentation.

District Commitment Theory of Action: If the district supports the campus and teachers by conducting walkthroughs and providing feedback and coaching based on observations, then the teacher's instructional practices will improve and students progress will be evident in district benchmarks and other formative assessments.

Desired 90-day Outcome: By the end of Cycle 2, February 2023, monthly PLCs will be established and teachers will have a clear understanding of PLC protocols including the lesson plan checklist, the Instruction partners Collaborative Planning Template and feedback discussions will continue to be used for PLC discussions. The evidence for progress for implementation in the classroom of research-based teaching practices (Cafe Conversations or Think-Pair-Share, Idea Shuffle, and Fact or Fib) will be evidenced by at least 50% of teachers using these on weekly walkthroughs.

District Actions: The DCSI and Principal's Supervisor will continue to collaborate with the CLT to ensure that needed supports and services are provided to reach the desired 90 day outcome including campus visits and classroom walkthroughs to help monitor implementation of action steps for this Cycle.

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?
One challenge will be the peer observations using the Instruction Partners Guide (IPG) because this tool is not a classroom walkthrough tool but rather an implementation tool for overall classroom practices.	Action Step 3	This is the step for the training and review of the IPG during PLCs.

Step 1 Details	Reviews
<p>Action Step 1: Professional Learning Communities will continue to be scheduled at least twice a month to plan using the Aiken Collaborative Planning Template.</p> <p>Evidence Used to Determine Progress: Sample lesson plans PLC agendas with notes</p> <p>Person(s) Responsible: Principal Assistant Principal Dean</p> <p>Non-Funded Resources Needed: Aiken Collaborative Planning Template Instructional resources</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: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus Administration will have a refresher training with teachers to review the Instruction Partners classroom observation tool.</p> <p>Evidence Used to Determine Progress: Training agendas with notes and handouts</p> <p>Person(s) Responsible: Principal Assistant Principal Dean</p> <p>Non-Funded Resources Needed: Instruction Partners classroom observation tool</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: One Time - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Teachers will participate in peer observations using the Instruction Partners classroom observation tool. Reflection and discussion will follow during PLCs.</p> <p>Evidence Used to Determine Progress: Reflections from PLC sessions</p> <p>Person(s) Responsible: Principal Assistant Principal Dean</p> <p>Non-Funded Resources Needed: Substitutes Schedule for peer observations IP Classroom Observation Tool</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: Substitutes - 6100-Payroll - \$2,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Teachers will collaborate to create a database of instructional strategies during PLCs.</p> <p>Evidence Used to Determine Progress: Database of instructional strategies</p> <p>Person(s) Responsible: Principal Assistant Principal Dean</p> <p>Non-Funded Resources Needed: Shared database form</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: No Progress</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 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the Effective Schools Framework diagnostic results, there is a need for administration to give frequent feedback on their lesson plans that include an area of refinement to address prior to instruction. There is a need for administration to provide guidance to teachers to ensure lesson alignment of objectives, activities, and formative assessments.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Professional Development by Instructional Partners will be provided to administrators at the beginning of the school year. Instructional Partners will conduct campus visits and provide walkthrough feedback for growth instruction in Reading and in Math. In addition, the Instruction Partners will provide leadership with on-going coaching cycles to support work with faculty. Administrators will turn around and share with 3rd-5th and follow through on implementation and feedback to ensure all teachers are planning with high quality instruction materials aligned to the calendars and providing formative assessments to ensure students' progress and make changes to instruction. Action plans will also be created by Instruction Partners and administration to address instructional needs in reading and math.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be informed of expectations at the beginning of the school year during campus staff development. The campus will revisit our focus during weekly PLCs. Community and family members will be notified through social media, school events, and school postings. This will create buy in and motivation to work together to implement changes in instructional practices. Teacher and student feedback that is collected through focus groups, conferences, and surveys will be used to implement changes as needed. During teacher and leadership student progress conferences, students will be able to learn about and share information about instructional practices that are being provided.

Desired Annual Outcome: Essential Action 4.1: By the end of May 2023, instructional leaders will ensure that at least 90% of 3rd-5th grade classroom lesson plans in Forethought will have daily formative assessments to assess student learning as evidenced in 3 week progress measure checks. Teachers will meet weekly to discuss formative assessment data and make adjustments to the following week's lesson plan to inform instruction as evidenced in monthly PLCs agendas and revised lesson plans.

District Commitment Theory of Action: If the district provides support to the campus by conducting walkthroughs and providing coaching and feedback based on observations, then implementation of highly quality instructional materials including interim and formative assessments will be seen in the classrooms and student performance will increase.

Desired 90-day Outcome: By the end of May of 2023, at least 90% of STAAR testing teachers will implement formative assessments 2 times a week in their lesson plans. Monthly PLCs will be established and reviewing and checking lesson plans with Aiken Lesson Plan Checklist will have become a monthly process. Administration will continue to provide feedback and coaching to teachers as evidenced in the meeting agendas and notes.

District Actions: The DCSI and principal's supervisor will provide support to the campus by conducting walkthroughs and providing coaching and feedback based on site visits and classroom observation data.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.1: 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 ESF visit and teacher feedback, training and ongoing support on best practices and job embedded professional development including daily lesson level formative assessments aligned to daily student tasks used to assess if students learned the lesson objective is lacking in order to increase students achievement and improve TIER 1 instruction.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Administration will work with Instruction Partners to focus on classroom instructional strategies that can standardize effective teaching practices. Administration will turn around training through monthly scheduled PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The beginning of the school year meetings will include campus vision with set goals on expectations for the school year including the daily use of highly quality instructional materials aligned to interim and formative assessments. A calendar will be shared with teachers to show scheduled monthly PLCs and Professional Development that will be provided. Weekly PLCs will be used to reflect on practices and continue to re-focus our goals. Parents and community members will be informed through campus notices or social media. Aiken shout-outs and walkthrough feedback will create buy in and motivate teachers. During teacher and leadership student progress conferences, students will be able to learn about and share information about instructional practices that are being provided.

Desired Annual Outcome: Essential Action 5.1: By May 2023, campus instructional leaders will provide training and ongoing support so that 100% of 3rd-5th grade reading and math teachers effectively use research-based teaching practices (Cafe Conversations or Think-Pair-Share, Idea Shuffle, and Fact or Myth) that promote critical-thinking skills and student discourse opportunities as well as differentiation for special populations. This will be evidenced by the Instruction Partners Classroom Habits of Collaborative Planning Template used during monthly PLCs and in the BISD classroom observation feedback documentation.

District Commitment Theory of Action: If the district supports the campus and teachers by conducting walkthroughs and providing feedback and coaching based on observations, then the teacher's instructional practices will improve and students progress will be evident in district benchmarks and other formative assessments.

Desired 90-day Outcome: By the end of Cycle 3, May 2023, 90% of teachers will include effective research based instructional strategies in Reading and Math as evidenced in the teachers' weekly lesson plans and feedback discussions. during monthly PLCs. The Instruction Partners classroom observation tool will be used to monitoring progress with the goal of improving by 20 percentage points on the rubric scores.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT, Instruction Partners staff, and district program staff to support the campus faculty and staff receiving needed professional development and coaching to better support teacher feedback and supports.

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

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
2	1	3	Stipends		\$2,025.00
2	2	3	Substitutes		\$2,000.00
Sub-Total					\$4,025.00
Budgeted Budget Object Code Amount					\$5,447.00
+/- Difference					\$1,422.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Instruction Partners contracted services		\$11,818.00
2	1	5	Instruction Partners contracted services		\$11,818.00
Sub-Total					\$23,636.00
Budgeted Budget Object Code Amount					\$47,272.00
+/- Difference					\$23,636.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	Region One professional development		\$1,400.00
Sub-Total					\$1,400.00
Budgeted Budget Object Code Amount					\$1,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$54,119.00
Grand Total Spent					\$29,061.00
+/- Difference					\$25,058.00

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	234	51	71	N/A	CBM	75	56	District Created Benchmark	79		80	
			All	All	Reading	Meets	STAAR	234	25	45	N/A	CBM	49	27	District Created Benchmark	53		54	
			All	All	Reading	Masters	STAAR	234	10	21	N/A	CBM	25	8	District Created Benchmark	29		30	
			All	All	Mathematics	Approaches	STAAR	234	42	71	N/A	CBM	75	64	District Created Benchmark	79		81	
			All	All	Mathematics	Meets	STAAR	234	16	43	N/A	CBM	47	35	District Created Benchmark	50		51	
			All	All	Mathematics	Masters	STAAR	234	7	20	N/A	CBM	24	16	District Created Benchmark	28		29	
			5th	All	Science	Approaches	STAAR	234	47	63	N/A	CBM	67	50	District Created Benchmark	70		73	
			5th	All	Science	Meets	STAAR	234	13	29	N/A	CBM	33	12	District Created Benchmark	36		36	
			5th	All	Science	Masters	STAAR	234	2	12	N/A	CBM	16	2	District Created Benchmark	19		20	
Closing the Gaps	Focus 1	Academic Achievement	All	Special Ed	ELA	N/A	ELA	N/A	11	16	100	CBM	17	2	District Created Benchmark	18		19	
	Focus 2	Academic Achievement	All	Special Ed	Mathematics	N/A	Mathematics	N/A	3	19	100	CBM	20	10	District Created Benchmark	22		23	

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	234	Did Not Meet	29	23	44	20		20	
					Approaches	71	77	56	80		80	
					Meets	45	49	27	52		54	
					Masters	21	25	8	28		30	
	Math	All	STAAR	234	Did Not Meet	29	25	36	21		19	
					Approaches	71	75	64	79		81	
					Meets	43	47	35	50		59	
					Masters	20	24	16	28		29	

Addendums



Bruce Aiken Elementary



6290 Southmost Road • Brownsville, Texas 78521 • (956) 986-5200 Fax (956) 986-5208

Dr. René Gutiérrez
Superintendent of Schools

Patricia Mendez
Assistant Principal

Deyanira Garcia
Principal

Susy Valdez
Dean of Instruction

Professional Learning Community

A professional learning community (PLC)

is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential.

***For this upcoming week’s grade level meeting, we will discuss the lesson plans for the week of October 31st - November 4th. If you are departmentalized ELA teachers will meet on Tuesday 10/25, Math on Wednesday 10/26, and other subjects on Thursday, 10/27.

Tuesday, October 25-27, 2022

AGENDA

PK-5th Grade

- Review ELA/Math/Science lesson plans for the week of October 31st – November 4th.
- Questions to discuss
 - Are there opportunities for students to listen / speak / read / write
 - What instructional strategy is being used from the lead4ward playlist?
 - What ELLEVATION strategy is implemented?
 - Where and what formative assessments are in place?
 - What technology is being used to engage students?

Weekly Reminders:

2nd/3rd Grade Sharon Wells training on Tuesday, 10/25

4th /5th Grade Sharon Wells training on Thursday, 10/27

Pre-Kinder Progress Monitor 3 CHEERS October 24-28

Science Fair Set Up Friday, October 28

PEIMS DAY / Fun Field Day Friday, October 28

Science Fair – Saturday, October 29 @ Manzano Middle School

Kinder GT Training- Saturday, October 29

Habits of Collaborative Planning

ELA

4th

Unit	Week	Text
3	Nov. 14-17 week 1	Out of My mind. - Realistic Fiction

CPA: Why do people communicate in diverse ways?
Prework

Read 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?

Think about these questions after engaging in your first read

Melody has diff needs a way to communicate and with the help of her teacher - melody faces difficulties in school and physically but overcomes these obstacles

Bridge to Teaching

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?

... a way to communicate with others.

During

Monday	Tuesday	Wednesday	Thursday	Friday
<p>① - Read Aloud "Just Lunch"</p> <p>Realistic Fiction</p> <ul style="list-style-type: none"> - Characters - Setting (Plot) - Theme - Conflict/Problem Resolution 	<p>Day 1 - Shared Read C</p> <ul style="list-style-type: none"> - Voc. - Comprehension - Realistic Fiction 	<p>Day 2 - Analyze Characters</p> <p>(- characters change)</p>	<p>Day 3 - Make Inferences</p>	<p>Reflect / Share</p> <p>CPA</p> <ul style="list-style-type: none"> - Realistic Fiction - Undergo Characters

Habits of Collaborative Planning

1st grade
3rd ELA
Sw Fables
Summer

Unit	Week	Text
3	Nov. 14-18 2	Ant and the Grasshopper. (Fable)

Why - What makes this text a fable?

Prewrite

Why is it important to plan ahead?

Read 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?

Think about these questions after engaging in your first read - It is important to prepare and plan ahead

Bridge to Teaching

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?

During

Monday	Tuesday	Wednesday	Thursday	Friday
- Read Aloud Lion/Mouse - everyone can contribute no matter who you are =	Read Story - Theme/Comprehension - Fable - Prediction	Read story - Plot Characters Setting Problem Solution	Read story - Confirm/ make Prediction	Reflect - Fable - 2 CPO's - Plot Element

FABLE

- learn a lesson.
- animals
- fiction (talks)
- not human.

Tchart

Center
draw favorite characters

Characters
Draw Settings

epic
guided whole group summer
Complete story Map build

The boy that cried wolf



Brownsville Independent School District Professional Development Department Sign-In Sheet



In-Service Title: PLC Collaborative Planning		Scheduled Time: 8 am						
Date: 10/25-27/2022		Campus/Department: Aiken						
Workshop#		Site / Room: Data Room						
Contact Person: Susy Valdez		Audience:						
Administrators' Signature		<input type="checkbox"/> Elementary <input type="checkbox"/> All Levels <input type="checkbox"/> Secondary						
Employee Number	Name (PRINT)	Campus Name	Signature	No. of CPE Hours:	IN	OUT	IN	OUT
1	Leticia Solis	133	<i>L. Solis</i>		10:30			
2	Maria R. Perez	133	<i>R. P.</i>		10:30			
3	Esther Gamboa	133	<i>E. Gamboa</i>		10:30			
4	Manuela Jasso	133	<i>M. Jasso</i>		10:30			
5	Manuela Jasso							
6	Karla Ricard	133	<i>Karla Ricard</i>		1:45	2:30		
7	Sira Araya	133	<i>Sira Araya</i>					
8								
9								
10								

● ORIGINAL SIGN IN SHEETS FOR REQUIRED DISTRICT & CAMPUS STAFF DEVELOPMENT DAYS & TEA TOPICS MUST BE SENT TO THE PROFESSIONAL DEVELOPMENT DEPT.

Sign-in sheet is recommended for documentation of attendance at all BISD sessions. This record will be retained for 5 years. BISD RECORD: Item 1050-28sig.



Brownsville Independent School District Professional Development Department Sign-In Sheet



In-Service Title: BOY Data Analysis / Checkpoints		Scheduled Time: 8 am					
Date: 10/25-27/2022		Campus/Department: Aiken					
Workshop#		Site / Room: Data Room					
Contact Person: Susy Valdez		Audience:					
Administrators' Signature		<input type="checkbox"/> Elementary <input type="checkbox"/> All Levels <input type="checkbox"/> Secondary					
		No. of CPE Hours:	<input type="checkbox"/> CPE <input type="checkbox"/> Stipend				
Employee Number	Name (PRINT)	Campus Name	Signature	IN	OUT	IN	OUT
1	Virginia Hernandez	133	<i>V. Hernandez</i>	9:00			
2	Ildefonso Saucedo	133	<i>I. Saucedo</i>	9:00			
3	Maria Elena Schuster	133	<i>M. Schuster</i>	9:00			
4	Dora A. Chanes	133	<i>D. Chanes</i>	9:00			
5	Joanna Vega	133	<i>J. Vega</i>	9:00			
6	VERONICA GARCIA	133	<i>V. Garcia</i>	9:45			
7	Erika Flores	133	<i>E. Flores</i>				
8	Enselda Yanez	133	<i>E. Yanez</i>	1:45	2:30		
9	Jennifer Wechs	133	<i>J. Wechs</i>	1:45	2:30		
10	Leticia Solis	133	<i>L. Solis</i>	10:30			

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Employee Number	Name (PRINT)	Campus Name	Signature	No. of CPE Hours:	IN	OUT	IN	OUT	
1	JOANNA VEGA	133	<i>J. Vega</i>		8:15				
2	Dora A. Charrel	133	<i>A. Charrel</i>		8:15				
3	Maria Elena Schuster	133	<i>M. Schuster</i>		8:15				
4	Felipe Saucedo	133	<i>F. Saucedo</i>		8:15				
5	Virginia Hernandez	133	<i>V. Hernandez</i>		8:15				
6	Lorinda Ramirez	133	<i>L.R.</i>		9:30				
7	Erika Flores	133	<i>E. Flores</i>		9:45				
8	VERONICA GARCIA	133	<i>Veronica</i>		9:45				
9	Maria J. Juarez	133	<i>Maria Juarez</i>		9:45				
10	Sira Angell	133	<i>S. Angell</i>		1:45	2:30			
<p>● ORIGINAL SIGN IN SHEETS FOR REQUIRED DISTRICT & CAMPUS STAFF DEVELOPMENT DAYS & TEA TOPICS MUST BE SENT TO THE PROFESSIONAL DEVELOPMENT DEPT.</p> <p>Sign-in sheet is recommended for documentation of attendance at all BISD sessions. This record will be retained for 5 years. BISD RECORD: Item 1050-28sig.</p>									