

# AIKEN ELEMENTARY SCHOOL 2022 TARGETED IMPROVEMENT PLAN

**Presentation to the BISD Board of  
Trustees on December 13, 2022**

**Principal: Deyanira Garcia**

**DCSI: Roni Louise Rentfro, Ed. D.**

**Assistant Superintendent: Alma Cardenas-Rubio**

**Campus Leadership Team**

***Susy Valdez, Dean***

***Patricia Mendez, Assistant Principal***

***Guadalupe Martinez, 5<sup>th</sup> Grade***

***Eriselda Yanez, 4<sup>th</sup> Grade***

***Esther Guerra, 3<sup>rd</sup> Grade***



**"Home of the All-Stars"**

# AIKEN ELEMENTARY ACCOUNTABILITY RATINGS

Texas Education Agency  
2022 Accountability Ratings Overall Summary  
AIKEN EL (031901133) - BROWNSVILLE ISD - CAMERON COUNTY

## Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>88</b>	<b>B</b>
<b>Student Achievement</b>		<b>72</b>	<b>C</b>
STAAR Performance	44	72	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>92</b>	<b>A</b>
Academic Growth	86	92	<b>A</b>
Relative Performance (Eco Dis: 96.0%)	44	81	<b>B</b>
Closing the Gaps	75	77	<b>C</b>

## Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

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

# AIKEN ELEMENTARY DOMAIN 3 ACCOUNTABILITY RATINGS

Texas Education Agency  
2022 Identification of Schools for Improvement  
AIKEN EL (031901133) - BROWNSVILLE ISD - CAMERON COUNTY

This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) <sup>+</sup>	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.	-	0	-	-	-	-	-	0	0	3
Academic Achievement (Percent at Meets Grade Level or Above)										
<b>Reading Target</b>	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	44%	-	-	-	-	-	44%	38%	10%
2019	-	42%	-	-	-	-	-	41%	40%	6%
2022	-	44%	-	-	-	-	-	43%	39%	16%
<b>Mathematics Target</b>	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	62%	-	-	-	-	-	62%	56%	20%
2019	-	54%	-	-	-	-	-	52%	48%	12%
2022	-	42%	-	-	-	-	-	42%	40%	19%
Growth (Academic Growth)										
<b>Reading Target</b>	62	65	69	67	77	67	68	64	64	59
2018	-	80	-	-	-	-	-	80	78	81
2019	-	66	-	-	-	-	-	66	66	64
2022	-	85	-	-	-	-	-	84	84	-
<b>Mathematics Target</b>	67	69	74	71	86	74	73	68	68	61
2018	-	85	-	-	-	-	-	85	82	85
2019	-	66	-	-	-	-	-	65	65	73
2022	-	87	-	-	-	-	-	88	88	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
<b>Target</b>	36	41	58	46	73	48	55	38	37	23
2018	-	52	-	-	-	-	-	51	46	18
2019	-	49	-	-	-	-	-	48	46	17
2022	-	43	-	-	-	-	-	43	41	18

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

\* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

**Aiken Elementary was identified as a Targeted Support School for 2022 and is required to present this plan at a Public Hearing prior to board approval and submission of the plan to TEA.**

# EFFECTIVE SCHOOL FRAMEWORK FOCUS AREAS AND ANNUAL GOALS

## ESF Focus Areas:

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

**5.1 Objective-driven daily lesson plans with formative assessments.**

## Annual Goals:

**Domain I: Increase Student Achievement from a scaled score of 72 to an 80 to attain at least a “B” rating.**

**Domain II: Maintain Domain 2A with at least a 92 to keep the “A” rating and increase Domain 2B from an 81 to a 90 to attain an “A” rating.**

**Domain III: Increase Closing the Gaps scaled score from a 77 to at least an 80 to attain at least a “B” rating.**

# DESIRED ANNUAL OUTCOMES

- ❑ **Essential Action 4.1: 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.**
- ❑ **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 Fib) 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.**

# CYCLE 1 (SEPT-NOV)

## TARGETED IMPROVEMENT PLAN 4.1 ACTION STEPS

<p><b>Cycle 1 Desired 90-day Outcome</b></p>	<p>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.</p>
<p><b>Action Step 1</b></p>	<p>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><b>Action Step 2</b></p>	<p>Administration and Region One will provide a turn around training on formative assessments to teachers during campus staff development day.</p>
<p><b>Action Step 3</b></p>	<p>Administration will provide continuous support and guidance during monthly PLC meetings to ensure teachers are implementing formative assessments in their lesson plans.</p>
<p><b>Action Step 4</b></p>	<p>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>



# CYCLE 1 (SEPT-NOV)

## TARGETED IMPROVEMENT PLAN 5.1 ACTION STEPS

<b>Cycle 1 Desired 90- day Outcome</b>	<b>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.</b>
<b>Action Step 1</b>	<b>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.</b>
<b>Action Step 2</b>	<b>Administration will meet to establish new PLC protocols and design a teacher checklist to guide monthly PLCs and lesson plan feedback and guidance.</b>
<b>Action Step 3</b>	<b>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.</b>
<b>Action Step 4</b>	<b>Administration will establish a schedule for ELA and Math PLCs to ensure collaborative lesson planning and administration feedback is occurring during monthly PLCs.</b>

# CYCLE 2 (DEC. TO FEB.) TARGETED IMPROVEMENT PLAN 4.1 ACTION STEPS

<b>Cycle 2 Desired 90-day Outcome</b>	<b>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.</b>
<b>Action Step 1</b>	<b>Campus Administration will revise teacher's planning schedule to prioritize Professional Learning Communities (PLC) meetings.</b>
<b>Action Step 2</b>	<b>Campus Administration will create a monthly schedule with designated time to prioritize reviewing lesson plans and provide feedback according to the checklist.</b>
<b>Action Step 3</b>	<b>Campus Administration will provide a formative assessment refresher to 3<sup>rd</sup>-5<sup>th</sup> grade teachers.</b>
<b>Action Step 4</b>	<b>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.</b>
<b>Action Step 5</b>	<b>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.</b>



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

<b>Cycle 2 Desired 90-day Outcome</b>	<b>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.</b>
<b>Action Step 1</b>	<b>Professional Learning Communities will continue to be scheduled at least twice a month to plan using the Aiken Collaborative Planning Template.</b>
<b>Action Step 2</b>	<b>Campus Administration will have a refresher training with teachers to review the Instruction Partners classroom observation tool.</b>
<b>Action Step 3</b>	<b>Teachers will participate in peer observations using the Instruction Partners classroom observation tool. Reflection and discussion will follow during PLCs.</b>
<b>Action Step 4</b>	<b>Teachers will collaborate to create a database of instructional strategies during PLCs.</b>

# DISTRICT THEORY OF ACTION

## ❑ Essential Action 4.1:

**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.**

## ❑ Essential Action 5.1:

**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.**