

### CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to

District Name	Brownsville Independent School District	Campus Name	Besteiro Middle School	Superintendent	Dr. Rene Gutierrez	Principal	Teresa Nunez
District Number	031901	Campus Number	031901048	District Coordinator of School Improvement	Roni Louise Rentfro, Ed.D.	ESC Number	1
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	n/a	Was TAP Implementation Ordered or Voluntary?		ESC Support	updated 11-18-2020

### ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

<b>DCSI</b>	I, the District Coordinator of School Improvement, 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.	<b>Roni Louise Rentfro</b>
<b>Principal Supervisor</b> <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI 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.	<b>Sandra Lopez</b>
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (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.	<b>Teresa Nunez</b>

**Board Approval Date** pending approval on December 8, 2020

### DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

<b>Data Analysis Questions</b>	<p>What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.</p>	<p><b>Domain 1:</b> Increase performance from a score of 74 to an 84 to move from a C to a B. This will require increasing performance in all areas (Approaches from 72 to 82, Meets from 40 to 45, and Masters from 15 to 20).  <b>Rationale:</b> The campus has continued to make progress in raising scores for the past XX years and these scores have been achieved by other middle schools in the district so we believe the increase is attainable although difficult due to the COVID-19 learning decline. Strong virtual, and soon, face-to-face instruction can raise student performance for all students at Besteiro MS.</p> <p><b>Domain 2B:</b> Increase student growth from 86 to 90 to improve to an A rating in this domain.  <b>Rationale:</b> Currently economically disadvantaged students make up over 97% of the student population and this is an achievable increase in performance. The campus will be working as well to improve performance in Domain 2A to ensure growth for all students.</p> <p><b>Domain 3:</b> Besteiro MS will increase Closing the Gaps score from a scaled score of 61 (D) to a 70 or a C. This will be by an increase in EL proficiency and improved Academic Achievement performance.  <b>Rationale:</b> EL population is a large percentage of students but the campus has been making progress in their performance over the past 2 years at Meets level.</p>
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What changes in student group and subject performance are included in these goals?	Domain 1: Improve Math and Reading especially in grades 6 and 7, maintain special education Reading and improve Math and Reading for ELs.
	Domain 2B: Track student progress closely on benchmarks and formative assessments to ensure students are continuing to make progress and provide needed interventions including RtI services.
	Domain 3: Close monitoring of EL progress and implementation of stronger differentiated instruction along with more comprehensive supports for Special Education identified students.
If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

### CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

### PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	<b>1.1</b>	<b>5.1</b>	<b>5.3</b>
<b>Rationale</b>	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students on campus, district and state assessments.	Developing better lesson plans and feedback systems to improve instruction in all content areas.	Take the data analysis and implement it in the instruction.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	The campus will take advantage of district and regional capacity building professional development opportunities and conduct "turnaround:" training to all appropriate staff.	The campus will work closely with Curriculum staff and other district program staff to build capacity. When appropriate, additional sources will be accessed to provide training and supports.	The campus will work closely with Curriculum staff and other district program staff to build capacity. When appropriate, additional sources will be accessed to provide training and supports.
<b>Barriers to Address throughout this year</b>	Stakeholders are disengaged in shared expectations in meeting the campus vision, mission, goals and values.	Lack of pacing by teachers in the lesson and differentiation for subpopulations (EL's and Sped. Ed.)	Lack of data use in order to create plans to reteach. Lack of visible classroom student tracking artifact.
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	Information will be communicated through faculty meetings, PLC meetings, Parent and Family Engagement Meetings as appropriate to the activities being conducted. Surevys and session evaluations will be used to target clarficiations and gain buy-in.	Information will be communicated through faculty meetings, PLC meetings, Parent and Family Engagement Meetings as appropriate to the activities being conducted. Surevys and session evaluations will be used to target clarficiations and gain buy-in.	Information will be communicated through faculty meetings, PLC meetings, Parent and Family Engagement Meetings as appropriate to the activities being conducted. Surevys and session evaluations will be used to target clarficiations and gain buy-in.

<p><b>Desired Annual Outcome</b></p>	<p>Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students to bring the Closing the Gaps domain outcome from a D to a C.</p>	<p>All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.</p>	<p>Student progress toward measurable goals (e.g. % of class and mastering of objectives, student fluency progress, etc.) is visible via the campus data wall and teacher monitoring tools.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides regular coaching to the principal and staff on for developing leadership and coaching skills; then the campus will be able to establish strong leadership practices, improve the quality and frequency of use of lesson plans and formative assessments and more data-driven instructional practices.</p>	<p>If the district provides regular coaching to the campus administration and leadership team on the implementation of high quality lesson plans and coaching for stronger blended instruction; then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, and formative assessments.</p>	<p>If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices and improve the quality and frequency of use of lesson plans and formative assessments.</p>

## STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

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Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	updated 11-18-2020											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
<b>1. Domain 1</b>	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	67		Six Weeks Checkpoints	69		District Benchmark	72		District Benchmark	75		77
		All	All	Reading	Meets	STAAR	33		Six Weeks Checkpoints	35		District Benchmark	38		District Benchmark	41		43
		All	All	Reading	Masters	STAAR	12		Six Weeks Checkpoints	14		District Benchmark	17		District Benchmark	20		22
		All	All	Mathematics	Approaches	STAAR	74		Six Weeks Checkpoints	76		District Benchmark	79		District Benchmark	82		84
		All	All	Mathematics	Meets	STAAR	42		Six Weeks Checkpoints	44		District Benchmark	47		District Benchmark	50		52
		All	All	Mathematics	Masters	STAAR	16		Six Weeks Checkpoints	18		District Benchmark	21		District Benchmark	24		26
		8th	All	Science	Approaches	STAAR	88		Six Weeks Checkpoints	90	21	District Benchmark	93		District Benchmark	96		98
		8th	All	Science	Meets	STAAR	60		Six Weeks Checkpoints	62	21	District Benchmark	65		District Benchmark	68		70
		8th	All	Science	Masters	STAAR	23		Six Weeks Checkpoints	25	25	District Benchmark	28		District Benchmark	31		33
		8th	All	Social Studies	Approaches	STAAR	74		Six Weeks Checkpoints	76	23	District Benchmark	79		District Benchmark	82		84
		8th	All	Social Studies	Meets	STAAR	38		Six Weeks Checkpoints	40	16	District Benchmark	43		District Benchmark	46		48
		8th	All	Social Studies	Masters	STAAR	17		Six Weeks Checkpoints	19	33	District Benchmark	22		District Benchmark	25		27
		7th	All	Writing	Approaches	STAAR	68		Six Weeks Checkpoints	70	34	District Benchmark	73		District Benchmark	76		78
		7th	All	Writing	Meets	STAAR	37		Six Weeks Checkpoints	39	10	District Benchmark	42		District Benchmark	45		47
7th	All	Writing	Masters	STAAR	11		Six Weeks Checkpoints	13	16	District Benchmark	16		District Benchmark	19		21		
<b>2. Domain 3 Focus 1</b>	Focus 1 Components Academic Achievement	All	English Learners (ELs)	Reading	Meets	STAAR	23		Six Weeks Checkpoints	25		District Benchmark	28		District Benchmark	31		33
		All	English Learners (ELs)	Mathematics	Meets	STAAR	33		Six Weeks Checkpoints	35		District Benchmark	38		District Benchmark	41		43
<b>3. Domain 3 Focus 2</b>	Focus 2 Components Student Success)	All	Special Education	Reading	Meets	STAAR	23		Six Weeks Checkpoints	25		District Benchmark	28		District Benchmark	31		33
		All	Special Education	Mathematics	Meets	STAAR	20		Six Weeks Checkpoints	22		District Benchmark	25		District Benchmark	28		30
<b>4. Domain 3 Focus 3</b>	ELP Component (Minimum 25 students required)	All	English Learners (ELs)	TELPAS	All	TELPAS	25		TELPAS Monitoring	27		TELPAS Monitoring	30		TELPAS	36		38

## CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	updated 11-18-2020
Desired Annual Outcome	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students to bring the Closing the Gaps domain outcome from a D to a C.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and mastering of objectives, student fluency progress, etc.) is visible via the campus data wall and teacher monitoring tools.
Desired 90-day Outcome	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students.	All teachers create and submit daily lesson plans that include clear objectives, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and individual mastering of objectives, individual student fluency progress, etc.) is visible through data wall and teacher tracking dashboards.
Barriers to Address During this Cycle	COVID-19 impact on prior established campus roles, responsibilities and processes.	Refined usage of Formspace Lesson Plan Template and monitoring system with challenges due to virtual instruction.	Lack of valid data to use in order to create plans to reteach. Lack of established classroom student tracking supports with learning management systems.
District Actions for this Cycle	DCSI and Assistant Superintendent for Area One will work with campus leadership to make sure roles and responsibilities are adjusted to deal with the impact of COVID-19.	Curriculum, Instruction and Accountability staff will work with teachers to support pilot of Forethought lesson plans and provide planning supports.	Campus's Assistant Superintendent and Curriculum, Instruction and Accountability staff will work with campus faculty and staff to support data driven instruction.
District Commitment Theory of Action	If the district provides regular coaching to the principal and staff on for developing leadership and coaching skills; then the campus will be able to establish strong leadership practices, improve the quality and frequency of use of lesson plans and formative assessments and more data-driven instructional practices.	If the district provides regular coaching to the campus administration and leadership team on the implementation of high quality lesson plans and coaching for stronger blended instruction; then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, and formative assessments.	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices and improve the quality and frequency of use of lesson plans and formative assessments.

### ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly meetings with department chairs using pre-planned agendas to include any data from CPAs, BOY, and other data.	1.1	9-1 to 11-30-2020	Agendas and meeting notes	Principal, Dean and Dept. Chairs	Samples of Agendas and notes	11/30/2020		
Providing turnaround trainings from district and other professional development and doing vertical alignment planning including practicing delivery.	1.1	9-1 to 11-30-2020	Agendas and meeting notes	Dean and Department Chairs	Samples of Agendas and notes	11/30/2020		
All lesson plans will include a clear objective and a daily formative assessment.	5.1	9-1 to 11-30-2020	Lesson plan template in Forethought and Forethought checklist	Campus Administration	Completion reports and individual emails	11/30/2020		
Virtual data wall formatting in progress to be implemented beginning in this cycle.	5.3	11-1-2020 to 11-30-20	Data walls (virtual)	Dean of Instruction	Virtual format created and data being collected	11/30/2020		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

## CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	updated 11-18-2020
Desired Annual Outcome	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students to bring the Closing the Gaps domain outcome from a D to a C.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and mastering of objectives, student fluency progress, etc.) is visible via the campus data wall and teacher monitoring tools.
Desired 90-day Outcome	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students.	All teachers create and submit daily lesson plans that include clear objectives, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and individual mastering of objectives, individual student fluency progress, etc.) is visible through data wall and teacher tracking dashboards for this cycle.
Barriers to Address During this Cycle	COVID-19 impact on prior established campus roles, responsibilities and processes and transition of more students to on-campus instruction.	Refined usage of Formspace Lesson Plan Template and monitoring system with challenges due to transition from all virtual instruction to blended learning settings.	Lack of valid data use in order to create plans to reteach and new classroom student tracking supports with learning management systems.
District Actions for this Cycle	DCSI and Assistant Superintendent for Area One will work with campus leadership to make sure roles and responsibilities are adjusted to deal with the impact of COVID-19.	Curriculum, Instruction and Accountability staff will work with teachers to support implementation of Forethought lesson plans and provide planning supports for blended learning.	Campus's Assistant Superintendent and Curriculum, Instruction and Accountability staff will work with campus faculty and staff to support improved data driven instruction.
District Commitment Theory of Action	If the district provides regular coaching to the principal and staff on for developing leadership and coaching skills; then the campus will be able to establish strong leadership practices, improve the quality and frequency of use of lesson plans and formative assessments and more data-driven instructional practices.	If the district provides regular coaching to the campus administration and leadership team on the implementation of high quality lesson plans and coaching for stronger blended instruction; then the campus will be able to establish strong data driven instruction practices, improve the quality and frequency of use of lesson plans, and formative assessments.	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices and improve the quality and frequency of use of lesson plans and formative assessments.

### ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly meetings with department chairs using pre-planned agendas to include any data from CPAs, BOY, and other data. Review and meet every other week with campus administration.	1.1	12-1-2020 to 2-24-2020	Agendas and meeting notes	Principal, Dean and Dept. Chairs	Samples of Agendas and notes	end of each month		
Providing turnaround trainings from district and other professional development.	1.1	12-1-2020 to 2-24-2020	Agendas and meeting notes	Dean and Department Chairs	Samples of Agendas and notes	end of each month		
Weekly vertical alignment planning including practicing delivery and development or revision of formative assessments.	5.1	12-1-2020 to 2-24-2020	Agendas and meeting notes	Dean and Department Chairs	Samples of Agendas and notes	every 3 weeks		
Virtual data wall being implemented in STAAR assessed areas.	5.3	12-1-2020 to 2-24-2020	Data walls (virtual)	Dean of Instruction	Data wall dashboard	Updated with every major assessment.		
All lesson plans will be blended and include a clear objective and a daily formative assessment.	5.1	12-1-2020 to 2-24-2020	Lesson plan template in Forethought and Forethought checklist	Campus Administration	Completion reports and individual emails	Weekly		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

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## CYCLE 3 90-DAY OUTCOMES (March-May)

**Essential Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students to bring the Closing the Gaps domain outcome from a D to a C.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and mastering of objectives, student fluency progress, etc.) is visible via the campus data wall and teacher monitoring tools.
<b>Desired 90-day Outcome</b>	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and individual mastering of objectives, individual student fluency progress, etc.) is visible through data wall and teacher tracking dashboards for this cycle.
<b>Barriers to Address During this Cycle</b>	Changing staff roles, responsibilities and processes and transition of more students to blended instruction and changing supports that are needed by teachers and students.	Time for planning detailed blended daily lessons and developing high quality daily formative assessments.	Changes resulting from virtual instruction. Data gaps due to COVID-19 to provide appropriate progress targets on state assessments.
<b>District Actions for this Cycle</b>	DCSI and Assistant Superintendent for Area One will work with campus leadership to make sure roles and responsibilities are adjusted to deal with the impact of COVID-19.	Curriculum, Instruction and Accountability staff will work with teachers to support Forethought lesson plans and provide planning supports to improve blended instruction and differentiation.	Campus's Assistant Superintendent and Curriculum, Instruction and Accountability staff will work with campus faculty and staff to improve stronger data driven instruction.
<b>District Commitment Theory of Action</b>	If the district provides regular coaching to the principal and staff on for developing leadership and coaching skills; then the campus will be able to establish strong leadership practices, improve the quality and frequency of use of lesson plans and formative assessments and more data-driven instructional practices.	If the district provides regular coaching to the campus administration and leadership team on the implementation of high quality lesson plans and coaching for stronger blended instruction; then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, and formative assessments.	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices and improve the quality and frequency of use of lesson plans and formative assessments.

