

**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 implement the TAP or if implementation is voluntary.

District Name	<b>Brownsville ISD</b>	Campus Name	<b>Canales Elementary</b>	Superintendent	<b>Dr. Rene Gutierrez</b>	Principal	<b>Myrta I. Garza</b>
District Number	<b>031-901</b>	Campus Number	<b>031-901-101</b>	District Coordinator of School	<b>Roni Louise Rentfro, Ed. D.</b>	ESC Number	<b>1</b>
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 11-19-2020

**ASSURANCES**

8-Dec-20

DCSI	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, Ed. D.</b>
Principal Supervisor <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>Alma Cardenas-Rubio</b>
Principal	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>Myrta I. Garza</b>

Board Approval Date **Pending approval at the BISD Board Meeting on December 20, 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>

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><b>Domain 1: Increase score from 70 to 80 to raise to a B for Student Achievement</b>  <b>Rationale: The merging of students and staff from Longoria Elementary into the Canales students and staff already has the potential to improve the campus student performance and the faculty are focused on student success.</b></p>
	<p><b>Domain 2B: Increase score from 79 to over 80 to go from a C to a B. The campus is also focused on improving Domain 2A from a 65 to a 70 to go from a D to a C.</b>  <b>Rationale: In Domain 2B the campus is only one point away from a B; however, the campus also wants to improve 2A to a C to make sure all students are making needed progress.</b></p>

Data Analysis Questions		<p><b>Domain 3: Increase from a 66 to a 70 to move from a D to a C. Focusing on Student Achievement and improving Meets and Masters level performance for all populations by 2 points.</b>  <b>Rationale: The campus needs to ensure that it exits the current Domain D status.</b></p>
	What changes in student group and subject performance are included in these goals?	<p><b>Domain 1: More students need to improve scores for Approaches to above 71%, Meets to above 40% and Masters above 18%</b></p>
		<p><b>Domain 2B: Canales is slightly lower this year for the percentage of economically disadvantaged students but still high enough that with only a few point increase the campus can go from a 79 to an 80 or better.</b></p>
		<p><b>Domain 3: Canales Elementary needs to continue to improve interventions for EL students to make sure the TELPAS scores improve to meet the state standard. Raising performance on each of the domain indicators should support going from a D to a C for this domain.</b></p>
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.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

**PRIORITIZED FOCUS AREAS**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	
Rationale	The merging of the 2 faculties is progressing but with new members to leadership team the campus is going to continue to work on building capacity in this area.	Teachers are more confident in data analysis and now the focus will shift to stronger instructional planning and delivery, especially with need to provide blended classroom instruction.	
How will the campus build capacity in this area? Who will you partner with?	The campus will take advantage of district and regional capacity building professional development opportunities and conduct 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.	

<p>Barriers to Address throughout this year</p>	<p>Continuing to merge faculty and staff with the added complication of COVID-19 and virtual instruction.</p>	<p>Using data to revise instruction and understanding how to effectively reteach content and concepts.</p>	
<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>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>	<p>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>	
<p>Desired Annual Outcome</p>	<p>Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.</p>	<p>The daily lessons plans reflect the consistant and effective of formative assessments to address needed adjustments to instructional delivery, especially in re-teaching in assessed areas.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district provides regular coaching to the principal for building capacity for distributed leadership and ensures that the campus has access to high-quality checkpoints 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 stronger instruction practices guided by improved lesson plans, improve the quality and frequency of use of lesson plans and formative assessments, and campus student performance will improve for all student populations.</p>	<p>If the district provides regular coaching to the principal for building capacity for distributed leadership and ensures that the campus has access to high-quality checkpoints 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 stronger instruction practices guided by improved lesson plans, improve the quality and frequency of use of lesson plans and formative assessments, and campus student performance will improve for all student populations.</p>	<p>If....then,</p>

**STUDENT DATA**

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	Pie										2021 Accountability Goal	
							% of Assessments											
							2019 Results	2020 Baseline Data (TEA BOY)	Cycle 1			Cycle 2			Cycle 3			Summative Goal
		Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal							
<b>1. Domain 1</b>	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	69	16	Checkpoint 2	21	23	District Benchmark	26		District Benchmark	51		72
		All	All	Reading	Meets	STAAR	39	16	Checkpoint 2	21	23	District Benchmark	26		District Benchmark	51		42
		All	All	Reading	Masters	STAAR	16	2	Checkpoint 2	7	2	District Benchmark	12		District Benchmark	37		19
		All	All	Mathematics	Approaches	STAAR	77	13	Checkpoint 2	18	22	District Benchmark	23		District Benchmark	48		80
		All	All	Mathematics	Meets	STAAR	43	13	Checkpoint 2	18	22	District Benchmark	23		District Benchmark	48		46
		All	All	Mathematics	Masters	STAAR	18	4	Checkpoint 2	9	13	District Benchmark	14		District Benchmark	39		21
		All	All	Science	Approaches	STAAR	67	17	Checkpoint 2	22	15	District Benchmark	27		District Benchmark	52		70
		All	All	Science	Meets	STAAR	37	17	Checkpoint 2	22	15	District Benchmark	27		District Benchmark	52		40
		All	All	Science	Masters	STAAR	16	4	Checkpoint 2	9	0	District Benchmark	14		District Benchmark	39		19
		All	All	Social Studies	Approaches	STAAR	*	*	Checkpoint 2	*	*	District Benchmark	*	*	District Benchmark	*	*	*
		All	All	Social Studies	Meets	STAAR	*	*	Checkpoint 2	*	*	District Benchmark	*	*	District Benchmark	*	*	*
		All	All	Social Studies	Masters	STAAR	*	*	Checkpoint 2	*	*	District Benchmark	*	*	District Benchmark	*	*	*
		All	All	Writing	Approaches	STAAR	61	17	Checkpoint 2	22	17	District Benchmark	27		District Benchmark	52		64
		All	All	Writing	Meets	STAAR	30	17	Checkpoint 2	22	17	District Benchmark	27		District Benchmark	52		33
All	All	Writing	Masters	STAAR	4	1	Checkpoint 2	6	1	District Benchmark	11		District Benchmark	36		7		
<b>2. Domain 3 Focus 1</b>	Focus 1 Components Academic Achievement: EL and Special Education	All	EL	Reading	Meets	STAAR	33	13	Checkpoint 2	18	21	District Benchmark	23		District Benchmark	48		36
		All	Special Education	Reading	Meets	STAAR	0	15	Checkpoint 2	20	16	District Benchmark	25		District Benchmark	25		19*
<b>3. Domain 3 Focus 2</b>	Focus 2 Components Academic Achievement: EL and Special Education	All	EL	Mathematics	Meets	STAAR	42	20	Checkpoint 2	25	22	District Benchmark	30		District Benchmark	55		44
		All	Special Education	Mathematics	Meets	STAAR	6	16	Checkpoint 2	21	30	District Benchmark	26		District Benchmark	26		23*
<b>4. Domain 3 Focus 3</b>	ELP Component (Minimum 25 students required)	All	English Learners (ELs)	TELPAS	All	TELPAS	29	16	TELPAS Monitoring	21	30	TELPAS Monitoring	26		TELPAS Monitoring	29		36*

## 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
<b>Essential Action</b>	1.1	5.1	0
<b>Desired Annual Outcome</b>	Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	The daily lessons plans reflect the consistent and effective of formative assessments to address needed adjustments to instructional delivery, especially in re-teaching in assessed areas.	0
<b>Desired 90-day Outcome</b>	Campus leadership will hold regular meetings to ensure regular and effective communication between members and with faculty and staff.	Daily formative assessments for every day for core content.	
<b>Barriers to Address During this Cycle</b>	Time to fully develop the shared mission, vision and goals.	Development of strong and aligned daily formative assessments.	
<b>District Actions for this Cycle</b>	Assistant Superintendent working with campus leadership to build capacity and support communication.	Curriculum Specialists support for data analysis and use in planning instruction.	
<b>District Commitment Theory of Action</b>	If the district provides regular coaching to the principal for building capacity for distributed leadership and ensures that the campus has access to high-quality checkpoints 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 stronger instruction practices guided by improved lesson plans, improve the quality and frequency of use of lesson plans and formative assessments, and campus student performance will improve for all student populations.	If the district provides regular coaching to the principal for building capacity for distributed leadership and ensures that the campus has access to high-quality checkpoints 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 stronger instruction practices guided by improved lesson plans, improve the quality and frequency of use of lesson plans and formative assessments, and campus student performance will improve for all student populations.	If....then,



## 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	0
Desired Annual Outcome	Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	The daily lessons plans reflect the consistent and effective of formative assessments to address needed adjustments to instructional delivery, especially in re-teaching in assessed areas.	0
Desired 90-day Outcome	Build capacity for campus leadership to provide turn around trainings to CLT and to faculty and staff.	Lesson plans will reflect reteach lessons supporting student progress on lowest TEKS and skills.	
Barriers to Address During this Cycle	New leadership team members becoming confident partners in the the providing of campus professional development and supports.	Teacher ability to analyze data effectively to create reteach lessons.	
District Actions for this Cycle	DCSI and Assistant Superintendent will assist with coordinating and arranging for district and outside supports.	Assist in organizing professional development for transitioning from OneDrive lesson housing to using the Forethought application for planning and feedback.	
District Commitment Theory of Action	If the district provides regular coaching to the principal for building capacity for distributed leadership and ensures that the campus has access to high-quality checkpoints 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 stronger instruction practices guided by improved lesson plans, improve the quality and frequency of use of lesson plans and formative assessments, and campus student performance will improve for all student populations.	If the district provides regular coaching to the principal for building capacity for distributed leadership and ensures that the campus has access to high-quality checkpoints 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 stronger instruction practices guided by improved lesson plans, improve the quality and frequency of use of lesson plans and formative assessments, and campus student performance will improve for all student populations.	If....then,



## 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
Essential Action	1.1	5.1	0
Desired Annual Outcome	Principal improves campus leaders through regularly scheduled job embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	The daily lessons plans reflect the consistent and effective of formative assessments to address needed adjustments to instructional delivery, especially in re-teaching in assessed areas.	
Desired 90-day Outcome	Increased leadership capacity to provide targeted professional development to teachers and teacher leaders.	Lesson plans include the needed rigor and differentiated instruction to reduce the need of reteach lessons.	
Barriers to Address During this Cycle	Continuing to deal with changes due to COVID-19 and time for supports to be provided.	Teacher ability to analyze data effectively to create differentiated lessons that meet the needs of all learners.	
District Actions for this Cycle	DCSI and Assistant Superintendent will assist with coordinating and arranging for district and external supports.	Curriculum Specialists support for data analysis and use in planning instruction and use of Forethought for planning.	
District Commitment Theory of Action	If the district provides regular coaching to the principal for building capacity for distributed leadership and ensures that the campus has access to high-quality checkpoints 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 stronger instruction practices guided by improved lesson plans, improve the quality and frequency of use of lesson plans and formative assessments, and campus student performance will improve for all student populations.	If the district provides regular coaching to the principal for building capacity for distributed leadership and ensures that the campus has access to high-quality checkpoints 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 stronger instruction practices guided by improved lesson plans, improve the quality and frequency of use of lesson plans and formative assessments, and campus student performance will improve for all student populations.	If....then,

### 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
Communication with administration and lead teachers to develop clear understandings of data and monitor progress.	1.1, 5.1	3/1/2021 to 5/31/2021	Agendas and minutes with next steps	Principal/Dean	Agendas and minutes with next steps	5/31/2021		
Refine data analysis sessions with all grade levels to determine reteach TEKS/Skills.	5.1	3/1/2021 to 5/31/2021	Benchmark and checkpoint data	Principal, Dean and Assistant principals	Formative assessment results	5/31/2021		
Continue to review the TEKS and design aligned lessons that focus on high expectations for all students.	5.1	3/1/2021 to 5/31/2021	Walkthroughs and grade level meeting agendas	Principal, Dean and Assistant principals	walkthrough reports and meeting minutes	5/31/2021		
Monitor implementation of lesson plans for presentation of plans revised based on feedback.	5.1	3/1/2021 to 5/31/2021	Walkthroughs and grade level meeting agendas	Principal, Dean and Assistant principals	walkthrough reports and meeting minutes	5/31/2021		
End of six weeks failure meetings by grade levels to ensure interventions are put in place.	5.1	3/1/2021 to 5/31/2021	Agendas and minutes with next steps	Principal/Dean/Asst. Principal	Agendas and minutes with next steps	5/31/2021		
Teachers will continue training on using Forethought application for lesson plans	5.1	3/1/2021 to 5/31/2021	Agendas and minutes with next steps	Dean, Curriculum staff	Agendas and minutes with next steps	5/31/2021		

**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?