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	**Stell Middle School**	Superintendent	**Dr. Rene Gutierrez**	Principal	**Obed Leal**
District Number	031901	**Campus Number**	031901044	District Coordinator of School Improvement (DCSI)	Roni Louise Rentfro, Ed.D.	**ESC Number**	1
Is this a Turnaround Implementation Plan?	No	**What Year was the TAP first implemented?**		**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.

Role	Attestation	Name
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.	**Roni Louise Rentfro**
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	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.	**Alma Cardenas-Rubio**
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.	**Obed Leal**
Board Approval Date	**Pending Board 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   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.	**Domain 1: Increse performance from a score of 75 to an 80 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).** **Rationale: The campus has continued to make progress in raising scores for the past two years and these scores have been achieved by other middle schools in the district so we beleive the increase is attainable althought difficult due to the COVID-19 learning decline. Strong virtual, and soon, face-to-face instruction can raise student performance for all students at Stell MS.**	
	Domain 2B: Increase student growth from 88 to 90 improve to an A rating in this domain. Also need to increase 2A from 63 towards 70 to assist in improving the Closing the Gaps Domain. **Rationale: 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.**	

Data Analysis Questions		Domain 3: Stell MS will increase Closing the Gaps score from a scaled score of 63 (D) to a 70 or a C. This will be by an increase in EL proficiency and improved Academic Achievement performance. Rationale: 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.
	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 emplementation of stronger differentiated instruction along with more comprehensive supports for Special Eduation 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.	3 - Beginning Implementation Recruitn
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 Currentration
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation Objjetation
5.3 Data-driven instruction.	3 - Beginning Implementaation

PRIORITIZED FOCUS AREAS

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	
Rationale	We have begun formal campus leadership meetings and activities, but not PD. We have started DDI by having Data meetings but we realize instructional leaders (including our teacher leaders) need to effectively fascilitate teachers in data analysis as well. We need to see a "push" in effective instruction generared by the data analysis. DDI needs to be addressed consistently to ensure quality teaching (as seen through higher levels of mastery) in all classrooms.	Lesson plans are being turned in, but we need to provide feedback in a more systematic and structured manner to teachers. Additionally, lesson plans need to include specific formative assessments that incorporate best practices.	
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 "turnaround" trainng 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.	

Barriers to Address throughout this year	Change is difficult, but we need to establish routines with fidelit for addressing areas of refinement as seen on observations or walk-throughs; on-going PD for Administrative team in leadership skills are needed which take time and money.	Campus leaders need PD for team building to more effectively support teachers; department chairs need time to review lesson plans to provide effective feedback so that lessons improve (higher assessement scores); teacher receptivity to refinements in lesson planning can be a challenge.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Information will be communicated through faulty 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 faulty 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.	
Desired Annual Outcome	Administrative Team will have added structure to two specific areas: leading Campus Leadership Team in effectively anayzing data and planning, and establishing consistency in feedback for teacher observations/walk-throughs to improve lesson efficacy.	Teachers receive timely feedback from CLT regarding lesson plan components (framing the lesson; lesson agendas) and formative assessments so that teachers have time to revise lessons. Classroom lessons incorporate DDI effectively to address the needs of the students.	
District Commitment Theory of Action	If the district provides regular coaching to the principal on the development of the instructional leadership team, then the campus will be able to estabish strong data-driven instruction proactices, improve the quality and frequency of use of lesson plans and formative assessments; then and campus leaders will more frequently and effectively support teachers and students.	If the district provides regular coaching to the principal on the implementation of DDI and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and to providing test results back to the campus within two days from the assessment; then the campus will be able to estabish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and provide effective interventions and supports to improve student progress.	If....then,

STUDENT DATA

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

Ple

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	% of Assessments									2021 Accountability Goal
									Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	72		Campus Assessment	74		District Benchmark	76		District Benchmark	78		80
		All	All	Reading	Meets	STAAR	40		Campus Assessment	42		District Benchmark	44		District Benchmark	46		48
		All	All	Reading	Masters	STAAR	17		Campus Assessment	19		District Benchmark	21		District Benchmark	23		25
		All	All	Mathematics	Approaches	STAAR	78		Campus Assessment	80		District Benchmark	82		District Benchmark	84		86
		All	All	Mathematics	Meets	STAAR	46		Campus Assessment	48		District Benchmark	50		District Benchmark	52		54
		All	All	Mathematics	Masters	STAAR	21		Campus Assessment	23		District Benchmark	25		District Benchmark	27		29
		All	All	Science	Approaches	STAAR	73		Campus Assessment	75		District Benchmark	77		District Benchmark	79		81
		All	All	Science	Meets	STAAR	34		Campus Assessment	36		District Benchmark	38		District Benchmark	40		42
		All	All	Science	Masters	STAAR	11		Campus Assessment	13		District Benchmark	15		District Benchmark	17		19
		All	All	Social Studies	Approaches	STAAR	69		Campus Assessment	71		District Benchmark	73		District Benchmark	75		77
		All	All	Social Studies	Meets	STAAR	35		Campus Assessment	37		District Benchmark	39		District Benchmark	41		43
		All	All	Social Studies	Masters	STAAR	20		Campus Assessment	22		District Benchmark	24		District Benchmark	26		28
		All	All	Writing	Approaches	STAAR	71		Campus Assessment	73		District Benchmark	75		District Benchmark	77		79
		All	All	Writing	Meets	STAAR	40		Campus Assessment	42		District Benchmark	44		District Benchmark	46		48
		All	All	Writing	Masters	STAAR	12		Campus Assessment	14		District Benchmark	16		District Benchmark	18		20
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	English Learners (ELs)	Reading	Meets	STAAR	28		Campus Assessment	30		District Benchmark	32		District Benchmark	34		36
		All	English Learners (ELs)	Mathematics	Meets	STAAR	36		Campus Assessment	38		District Benchmark	40		District Benchmark	42		44
3. Domain 3 Focus 2	Focus 2 Components Academic Achievement	All	Special Education	Reading	Meets	STAAR	18		Campus Assessment	20		District Benchmark	22		District Benchmark	24		26
		All	Special Education	Mathematics	Meets	STAAR	26		Campus Assessment	28		District Benchmark	30		District Benchmark	32		34
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)	All	English Learners (ELs)	TELPAS	All	TELPAS	17		TELPAS Monitoring	19		TELPAS Monitoring	25		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	0
Desired Annual Outcome	Administrative Team will have added structure to two specific areas: leading Campus Leadership Team in effectively anayzing data and planning, and establishing consistency in feedback for teacher observations/walk-throughs to improve lesson efficacy.	Teachers receive timely feedback from CLT regarding lesson plan components (framing the lesson; lesson agendas) and formative assessments so that teachers have time to revise lessons. Classroom lessons incorporate DDI effectively to address the needs of the students.	0
Desired 90-day Outcome	CLT establishes monthly meetings: first and second six-week periods focus on teacher training for effective lessons and on DDI.	Departments prioritize planning (create Framing the Lesson agendas; formative assessment exit tickets) during daily planning periods and once every 6-weeks period (PPC) and provide feedback on lesson components.	
Barriers to Address During this Cycle	CLT is in need of leadership training; teacher receptivity to implementing components of effective lessons (blended learning; bell-to-bell instruction); trainings that have teachers use relevant data in realtime to produce lessons that fine-tune the scope and sequence for the specific needs of students	Teacher receptivity to implemeneting components of effective lessons; department chair leadership role on feedback regarding lesson plans, lesson components, formative assessment, and rigor.	
District Actions for this Cycle	Ms. Alma Rubio attends DDI trainings with Administrative Team and begins every other week coaching of principal, with coaching focus on implementation plan, PD plan for DDI roll out, and systems that protect Administrative Team's time to focus on instructional leadership.	Ms. Alma Rubio supports CLT in accessing unit tests in advance and identfying which standards are prioritized in unit test to support CLT planning.	
District Commitment Theory of Action	If the district provides regular coaching to the principal on the development of the instructional leadership team, then the campus will be able to estabish strong data-driven instruction proactices, improve the quality and frequency of use of lesson plans and formative assessments; then and campus leaders will more frequently and effectively support teachers and students.	If the district provides regular coaching to the principal on the implementation of DDI and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and to providing test results back to the campus within two days from the assessment; then the campus will be able to estabish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and provide effective interventions and supports to improve student progress.	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 Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus leadership team meetings to plan the professional development to be provided to the teachers.	1.1	9-1 to 11-30-2020	Documentation through Eduphoria and PDS applications	Admin Team	List of expectations based on Eduphoria documents	11/30/2020		
Walk-through expectation alignment to the provided professional development.	1.1, 5.1	9-1 to 11-30-2020	Documentation through Eduphoria and PDS applications	Admin Team	List of expectations based on Eduphoria documents	11/30/2020		
Parameters for obs/walk-through feedback (reinforcements & refinements)	1.1, 5.1	9-1 to 11-30-2020	Documentation through Eduphoria and PDS applications	Admin Team	List of parameters based on Eduphoria documents	11/30/2020		
Establish lesson component expectations	1.1, 5.1	9-1 to 11-30-2020	PD materials (slides, notes, tools, examples/videos)	Campus Leadership Team	Lesson plans	11/30/2020		
Establish formative assessment expectations	1.1, 5.1	9-1 to 11-30-2020	PD materials (slides, notes, tools, examples/videos)	Campus Leadership Team	Lesson plans	11/30/2020		
CLT agenda item established for lesson plan feedback from department chairs	5.1	9-1 to 11-30-2020	PD materials (slides, notes, tools, examples/videos)	Campus Leadership Team	CLT meeting calendar; CLT meeting agendas and minutes	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.

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	Administrative Team will have added structure to two specific areas: leading Campus Leadership Team in effectively anayzing data and planning, and establishing consistency in feedback for teacher observations/walk-throughs to improve lesson efficacy.	Teachers receive timely feedback from CLT regarding lesson plan components (framing the lesson; lesson agendas) and formative assessments so that teachers have time to revise lessons. Classroom lessons incorporate DDI effectively to address the needs of the students.	0
Desired 90-day Outcome	Administrative Team analyzes data with CLT and aligns observation schedule with testing results.	Teachers plan for teaching of prioritiexed standards with required components of the lesson plan: framing the lesson; lesson agenda; formative assessment on a recurring basis as observed by CLT.	
Barriers to Address During this Cycle	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers - have to ensure stuggling teachers feel supported, not targeted	Maintain quality/frequency/consistency of feedback from CLT to teachers in a two-way communication each emphasizing that each participant is a vested stakeholder.	
District Actions for this Cycle	Ms. Alma Rubio attends DDI trainings with Administrative Team and continues every other week coaching of principal, with coaching focus on conducting data meetings and translating unit test results into observation plans.	Ms. Alma Rubio supports CLT in accessing unit tests in advance and identfying which standards are prioritized in unit test to support CLT planning.	
District Commitment Theory of Action	If the district provides regular coaching to the principal on the development of the instructional leadership team, then the campus will be able to estabish strong data-driven instruction proactices, improve the quality and frequency of use of lesson plans and formative assessments; then and campus leaders will more frequently and effectively support teachers and students.	If the district provides regular coaching to the principal on the implementation of DDI and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and to providing test results back to the campus within two days from the assessment; then the campus will be able to estabish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and provide effective interventions and supports to improve student progress.	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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administrative Team follows weekly cycle for observation/walk-throughs, feedback, and response to feedback prioritizing teachers on an "as needed" basis.	1.1, 5.1	12-1-2020 to 2-24-2021	Strive documents; documents for feedback and follow-throughs	Administrative Team	Observatation/walk-through docuementation	2/24/2021		
Admin Team provides ongoing PD for data analysis by the Campus Leadership Team	1.1, 5.1	12-1-2020 to 2-24-2021	Agendas from PD; documents from activities in PD for data analysis	Principal Leal	Agendas from CLT meetings where the Admin Team provides PD regarding data analysis	2/24/2021		
CLT follows a weekly cle for feedback on lesson plan components	1.1, 5.1	12-1-2020 to 2-24-2021	Lesson plans; data spreadsheets	Campus Leadership Team	Lesson Plan Feedback Documentation	2/24/2021		
Weekly Admin. Meetings with teachers working on refinement topics.	1.1	12-1-2020 to 2-24-2021	Strive documents; documents for feedback and follow-throughs	Administrative Team	Observatation/walk-through docuementation. Admin Meeting Agendas	2/24/2021		
DDI cycle based on all formative assessments including checkpoints and weekly teacher assessments.	1.1, 5.1	12-1-2020 to 2-24-2021	Data from recent and past testing	Principal Leal	Content of lesson plans as they reflect the TEKS that are low in data analysis: DDI Data Meeting Agendas	2/24/2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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	Administrative Team will have added structure to two specific areas: leading Campus Leadership Team in effectively anayzing data and planning, and establishing consistency in feedback for teacher observations/walk-throughs to improve lesson efficacy.	Teachers receive timely feedback from CLT regarding lesson plan components (framing the lesson; lesson agendas) and formative assessments so that teachers have time to revise lessons. Classroom lessons incorporate DDI effectively to address the needs of the students.	0
Desired 90-day Outcome	Administrative Team addresses refinements with fidelity for all teachers showing significant gaps in student mastery of prioritized standards.	Teachers make adjustments to lesson plans based on recurring analysis from CLT and data analysis.	
Barriers to Address During this Cycle	Time management for Administrative Team-systems to prioritize time with emphasizing importance of teacher feedback regarding lessons	Teachers' fidelity in maintaining lesson components; leadership team fidelity to continued support in lesson planning for DDI and formative assessment development.	
District Actions for this Cycle	Ms. Alma Rubio attends DDI trainings with Administrative Team and continues every other week coaching of principal, with coaching focus on prinicpal coaching Administrative Team to conduct effective data meetings with a focus on high-quality reteach plans.	Ms. Alma Rubio supports CLT in accessing unit tests in advance and identfying which standards are prioritized in unit test to support CLT planning.	
District Commitment Theory of Action	If the district provides regular coaching to the principal on the development of the instructional leadership team, then the campus will be able to estabish strong data-driven instruction proactices, improve the quality and frequency of use of lesson plans and formative assessments; then and campus leaders will more frequently and effectively support teachers and students.	If the district provides regular coaching to the principal on the implementation of DDI and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and to providing test results back to the campus within two days from the assessment; then the campus will be able to estabish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and provide effective interventions and supports to improve student progress.	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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administrative Team follows weekly cycle for observation/walk-throughs, feedback, and response to feedback prioritizing teachers on an "as needed" basis.	1.1, 5.1	3-1 to 5-28-2021	Strive observation/walk-through documents	Administrative Team	Strive documents; lesson plans	5/28/2021		
Test results from Spring DBM are analyzed by CLT and teachers; skills for disaggregating data have improved significantly.	1.1, 5.1	3-1 to 5-28-2021	Results from testing-data spreadsheets	Campus Leadership Team	Standards in lesson plans reflect gaps in standards from testing data	5/28/2021		
DDI is apparent in lesson plans; small groups in class and in tutorial classes are formed based on data.	1.1, 5.1	3-1 to 5-28-2021	Data from testing; lesson plans	Administrative Team & Campus Leadership Team	Grouping for blended learning (as seen on lesson plans)	5/28/2021		
Lesson components are almost uniform across campus; teachers employ lesson agendas, framing the lesson, and formative assessments effectively.	1.1, 5.1	3-1 to 5-28-2021	Strive observation/walk-through documents	Administrative Team	Strive documents; lesson plans	5/28/2021		

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?	
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?	Carryover Action Steps	New Action Steps