

BESTEIRO MIDDLE SCHOOL 2022 TARGETED IMPROVEMENT PLAN

Presentation for the Public Hearing at the
December 13, 2022, BISD Board Meeting

Principal: Teresa Nunez

DCSI: Roni Louise Rentfro, Ed. D.

Assistant Superintendent: Rose Longoria

Campus Leadership Team

Nina Garcia, Assistant Principal

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Ms. Ong, RLA Department Chair

Maribel Degollado, Math Department Chair

Nadia Villarreal, Science Department Chair

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BESTEIRO MS ACCOUNTABILITY RATINGS

Texas Education Agency

2022 Accountability Ratings Overall Summary

BESTEIRO MIDDLE (031901048) - BROWNSVILLE ISD - CAMERON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		71	C
STAAR Performance	39	71	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	B
Academic Growth	79	89	B
Relative Performance (Eco Dis: 96.6%)	39	82	B
Closing the Gaps	56	77	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Besteiro MS 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 achieve an “A” for 2022-2023.

BESTEIRO MS ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Identification of Schools for Improvement
BESTEIRO MIDDLE (031901048) - 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) *	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	3	1
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	30%	-	-	-	-	-	30%	15%	23%
2019	-	33%	-	-	-	-	-	33%	23%	23%
2022	-	39%	-	-	-	-	-	38%	26%	17%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	35%	-	-	-	-	-	34%	25%	21%
2019	-	42%	-	-	-	-	-	41%	33%	20%
2022	-	29%	-	-	-	-	-	28%	19%	14%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	66	-	-	-	-	-	66	63	58
2019	-	55	-	-	-	-	-	55	51	45
2022	-	83	-	-	-	-	-	84	82	78
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	64	-	-	-	-	-	64	62	53
2019	-	58	-	-	-	-	-	58	53	45
2022	-	75	-	-	-	-	-	75	76	70
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	40	-	-	-	-	-	39	30	22
2019	-	42	-	-	-	-	-	42	34	25
2022	-	39	-	-	-	-	-	38	28	20

+ 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.

Besteiro MS was identified as a Targeted Support School for 2022 and is required to present this information to the public to give them the opportunity to provide input into this plan prior to board approval.

EFFECTIVE SCHOOL FRAMEWORK FOCUS AREAS AND ANNUAL GOALS

ESF Focus Areas:

5.1 Effective classroom routines and instructional strategies.

5.3 Data-driven instruction.

Annual Goals:

Domain I: Increase Student Achievement performance to achieve a composite score of a "B" by obtaining a 76 Approaches, 43 Meets, and 27 Masters.

Domain II: Academic Growth is to increase our raw score of a 79 by 5 points to an 84 to obtain the "A" scaled score of a 92 along with the goal for Domain 2B: Relative Performance to increase the percentage of Economically Disadvantage grouping from a 96.6% to at least 97.1%.

Domain III: Increase performance of subpopulations to achieve a composite score of an 87 resulting in a "B" rating this domain.

DESIRED ESF ANNUAL OUTCOMES

- ❑ **EA 5.1:** By May 2023, the CLT will ensure 100% of Math and RLA teachers will be trained and at least 90% will implement research-based teaching practices (including Common Instructional Framework (CIF) writing to learn, scaffolding, and questioning) that promote critical thinking skills and include differentiated and scaffolded supports for struggling learners. This will be evidenced through weekly administrative walkthroughs utilizing the Strive walkthrough report showing teachers using at least 75% of the selected strategies.
- ❑ **EA 5.3:** By May 2023, campus instructional leaders will meet after each district assessment period to disaggregate data, determine needs for teacher coaching and support, and provide lesson plan feedback focused on rigor. This will be evidenced by the campus leadership providing at least 90% of STAAR tested teachers with lesson plan feedback on a biweekly basis as documented in our shared feedback. In addition, leaders will conduct a minimum of one observation and coaching cycle with each STAAR tested teacher each six weeks period.

CYCLE 1 (SEPT-NOV)

EA 5.1 ACTION STEPS

Cycle 1 Desired 90-day Outcome	By the end November 2022, campus instructional leaders will train 100% of Math and RLA teachers in four selected research-based teaching practices that promote critical thinking skills and include differentiated and scaffolded supports. This will be evidenced through monthly administrative walkthroughs utilizing the Instruction Partners Classroom Observation Rubric to establish base-line performance.
Action Step 1	The campus leadership team will be conducting a minimum of 10 classroom observations weekly and train on district created rubric to teachers, so teachers understand expectations. The CLT will provide feedback to teachers to help them improve their instruction and instructional strategies.
Action Step 2	Teacher lessons and instructional strategies will be monitored by their appraiser for the level of implementation.
Action Step 3	The campus will collaborate with the district curriculum specialists to coordinate site visits and coaching schedules with district staff and Instruction Partners services.
Action Step 4	The campus leadership will work with the Principal Supervisor and DCSI to plan professional development for effective instructional strategies from Lead4ward, Region One, and Instruction Partners.

CYCLE 2 (DEC-FEB)

EA 5.1 ACTION STEPS

Cycle 2 Desired 90-day Outcome	By the end of February, CLT will ensure at least 90% of the Math and RLA teachers will receive feedback on the Common Instructional Framework (CIF) strategies (writing to learn, scaffolding, and questioning) and the incorporation of effective routines through weekly observations using the BISD Walkthrough form supporting the implementation and fidelity of the CIF strategies that support students with disabilities, English learners, and other student groups.
Action Step 1	Teacher lessons and instructional strategies will be monitored by their appraiser for the level of implementation and provide biweekly feedback to teachers.
Action Step 2	The campus will continue to collaborate with the district curriculum specialists and Instruction Partners to coordinate site visits and coaching schedules to monitor and provide feedback to teachers and CLT.
Action Step 3	The campus leadership will continue conducting walkthroughs to monitor and provide coaching to teachers to improve implementation of Common Instructional Framework strategies (including writing to learn, scaffolding, and questioning).
Action Step 4	The CLT will work with teachers during Professional Learning Communities to ensure instructional supports are planned for implementation for students with disabilities, English learners, and other student groups.

CYCLE 1 (SEPT-NOV)

EA 5.3 ACTION STEPS

Cycle 1 Desired 90-day Outcome	At the end of the 90 days, Math and ELAR teachers will have met a minimum of 3 times to disaggregate data, track progress through the students' trackers, and conduct intentional planning based on areas of needs identified in the data to create target groups and better service students.
Action Step 1	Teachers will receive professional development on analyzing student work for academic rigor at the level the TEKS for math and reading and accountability.
Action Step 2	Data meetings will take place to review data and plan accordingly to address areas (standards and skills) of need, so teachers are able to plan intentionally to target the low areas.
Action Step 3	Teachers will monitor student progress through the use of data trackers and will update accordingly.
Action Step 4	Data driven instruction will be monitored by the CLT through observations and PLCs which provide coaching and feedback to the teachers.

CYCLE 2 (DEC-FEB)

EA 5.3 ACTION STEPS

Cycle 2 Desired 90- day Outcome	By the end of February 2023, the CLT will meet after each district assessment period to disaggregate data, determine needs for teacher coaching and support, and provide lesson plan feedback focused on rigor. This will be evidenced by the campus leadership providing at least 70% (10 of 14) of STAAR tested teachers with lesson plan feedback on a biweekly basis as documented in our feedback tracker. In addition, leaders will conduct a minimum of one observation and coaching cycle with each STAAR tested teacher each six weeks period.
Action Step 1	Data meetings will continue to take place to review data and plan accordingly to address areas (standards and skills) of need, so teachers are able to plan intentionally to target the low areas.
Action Step 2	Teachers will continue to monitor student progress through the use of Tango software data trackers and will adjust instruction to address areas of low performance.
Action Step 3	All STAAR tested teachers will receive lesson plan feedback documented in Forethought recommending appropriate adjustments to their lesson plans to address student needs.
Action Step 4	Data driven instruction will be monitored by the CLT through walkthroughs and PLCs which provide coaching and feedback to the teachers as well as meeting with the administration to review progress data.

DISTRICT THEORY OF ACTION

□ 5.1: Effective classroom routines and instructional strategies

If the BISD DCSI and campus Assistant Superintendent as well as the C&I Department Specialists and program Lead Teachers, provide the needed training and on-going coaching for campus leadership teams and teachers to support the implementation of the best classroom practices for differentiation and supports for struggling learners, then improvement in instructional practices should improve student academic performance.

□ 5.3: Data-driven instruction

If the DCSI and other district leaders ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of successful data disaggregation and progress monitoring with evidence-based teacher feedback, then the campus leadership will be successful in supporting teachers providing strong Tier 1 instruction that ensures academic student progress.