

LUCIO MIDDLE SCHOOL 2022 TARGETED IMPROVEMENT PLAN

**Presentation for the Board Public Hearing
on December 13, 2022**

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Campus Leadership Team

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LUCIO MIDDLE SCHOOL ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Accountability Ratings Overall Summary
LUCIO MIDDLE (031901051) - BROWNSVILLE ISD - CAMERON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		75	C
STAAR Performance	43	75	
College, Career and Military Readiness			
Graduation Rate			
School Progress		90	A
Academic Growth	80	90	A
Relative Performance (Eco Dis: 96.1%)	43	87	B
Closing the Gaps	70	81	B

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Lucio Middle School 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.

LUCIO MIDDLE SCHOOL DOMAIN 3 ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Identification of Schools for Improvement
LUCIO MIDDLE (031901051) - 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	4
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	35%	-	-	-	-	-	35%	22%	13%
2019	-	38%	-	-	-	-	-	36%	26%	14%
2022	-	48%	-	-	-	-	-	47%	28%	17%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	46%	-	-	-	-	-	46%	36%	21%
2019	-	42%	-	-	-	-	-	41%	34%	16%
2022	-	38%	-	-	-	-	-	38%	23%	14%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	66	-	-	-	-	-	67	64	58
2019	-	63	-	-	-	-	-	63	60	58
2022	-	82	-	-	-	-	-	82	74	73
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	67	-	-	-	-	-	67	62	58
2019	-	61	-	-	-	-	-	60	58	47
2022	-	78	-	-	-	-	-	77	70	58
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	42	-	-	-	-	-	42	33	21
2019	-	42	-	-	-	-	-	41	35	20
2022	-	43	-	-	-	-	-	43	30	19

+ 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.

Lucio Middle School was identified as a Targeted Support School for 2022 and is required to present this information at the BISD Board Public Hearing to give stakeholders the opportunity to provide input into this plan prior to board approval.

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.

5.3 Data-driven instruction.

Annual Domain Goals:

Domain 1: Increase Student Achievement from 75 to at least an 80 to attain a “B”

Domain 2: Maintain Student Progress Domain 2A at least a 90 to achieve an “A” and improve growth from 87 to 90 improve Domain 2B to an “A”

Domain 3: Increase Closing the Gaps from a 81 to an 90 to achieve an “A”

DESIRED ANNUAL OUTCOMES⁵

- ❑ **Essential Action 4.1: By the end of May 2023, our campus leadership team will have built capacity in providing support to teachers around the creation and use of daily exit tickets that demonstrate that the student has mastered the content covered that class period. This will be evidenced by weekly lesson plan checks and feedback once monthly for STAAR tested teachers via Forethought and/or walkthroughs with at least 90% proficiency of lesson plan look fors. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principal, APs, Dean) will provide coaching and support to master them.**
- ❑ **Essential Action 5.3: By the end of May 2023, our campus leadership team will have built capacity in providing support to teachers in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. This will be evidenced by 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts every six week period for STAAR tested teachers. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principal, APs, Dean) will provide at least twice per six weeks coaching and on-going support to ensure successful monitoring of students as evidenced in Strive.**

CYCLE 1 (SEPT-NOV)⁶

TARGETED IMPROVEMENT PLAN

4.1 ACTION STEPS

Cycle 1 Desired 90-day Outcome	By the end of November 2022, 100% of STAAR tested teachers will have participated in professional learning and one feedback and coaching session focused on daily formative assessments aligned to critical standards. Campus leaders will conduct weekly lesson plan checks and feedback once monthly for STAAR tested teachers via Forethought and/or walkthroughs with at least 50% proficiency of the lesson plan look for's.
Action Step 1	LMS leaders collaborate with the E3 Alliance team to develop a specific structured process for studying content standards, identifying & prioritizing the most critical standards and planning for daily formative assessments aligned to those critical standards. (Including how the work of the process is evidenced. For example, daily lesson plans that include the critical standards, planned daily formative assessments and how the results will be used to respond for students and improve Tier 1 instruction)
Action Step 2	LMS leaders will meet and collaborate with the E3 Alliance team to develop a plan for content and logistics of shared, professional learning focused on the new process and begin facilitating these through PLC meetings (ensure 100% of teachers participate to ensure 100% of teachers can be supported and held accountable for implementation)
Action Step 3	LMS Leaders will facilitate professional learning focused on the new process through scheduled PLC's meetings.
Action Step 4	LMS leaders collaborate with the E3 Alliance team to develop a plan for monitoring, supporting and coaching for effective implementation of daily-formative assessments aligned with the most critical standards, including review of lesson plans and look fors, feedback on lesson plans, adjusted system of classroom observation and feedback and follow up coaching for teachers identified for extended support.

CYCLE 1 (SEPT-NOV) TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

Cycle 1 Desired 90- day Outcome	By the end of November 2022, campus leaders will provide training and support for STAAR tested teachers to build capacity in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. Teachers will receive professional development on how to effectively use: 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts to impact student achievement.
Action Step 1	LMS leaders develop a specific, structured process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans (in response to CPA's and Benchmarks).
Action Step 2	LMS leaders collaborate with the E3 Alliance team to refine the documented process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans. Once process documents have been refined, a professional learning plan will be developed.
Action Step 3	LMS leaders use the 2nd CPA opportunity to support beginning, guided implementation of the process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans. Once process documents have been refined, a professional learning plan will be developed. Lessons learned will be used to plan/prepare for implementing process with Fall Benchmark data.
Action Step 4	By the end of November 2022, campus leaders will provide training and support for STAAR tested teachers to build capacity in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. Teachers will receive professional development on how to effectively use: 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts to impact student achievement.

CYCLE 2 (DEC. TO FEB.)⁸

TARGETED IMPROVEMENT PLAN 4.1 ACTION STEPS

Cycle 2 Desired 90-day Outcome	By the end of February 2023, 90% of STAAR tested teachers will have participated at least 3 feedback and coaching session focused on daily formative assessments aligned to critical standards. This will be evidenced by campus leaders conducting weekly lesson plan checks and providing feedback once monthly for STAAR tested teachers via Forethought and/or walkthroughs with at least 70% proficiency of the lesson plan look for's.
Action Step 1	LMS leaders collaborate with the E3 Alliance team to implement a Lucio MS Playbook that includes the specific structured process for plays that reinforce the content standards and prioritize the most critical standards through the implementation of set instructional plays including formative assessments. The LMS leaders will provide feedback on daily lesson plans including: Think, Ink, Pair, Share, and/or Anchor Charts, and/or QSSSA and/or Randomization.
Action Step 2	LMS leaders will meet and collaborate with the E3 Alliance team to implement the plan for content and logistics of shared professional learning focused on the new process and begin coaching these through PLC meetings.
Action Step 3	LMS Leaders will continue coaching during PLC meetings focused on daily formative assessments aligned to critical standards.
Action Step 4	LMS leaders collaborate with the E3 Alliance team to implement the plan for monitoring, supporting and coaching for effective implementation of daily-formative assessments aligned with the most critical standards, including review of lesson plans and look fors, feedback on lesson plans, adjusted system of classroom observation and feedback and follow up coaching for teachers identified for extended support.

CYCLE 2 (DEC. TO FEB.)⁹

TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

Cycle 2 Desired 90-day Outcome	<p>By the end of February 2023, campus leaders will provide needed support for STAAR testing teachers to build capacity in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. This will be evidenced by at least 70% of the STAAR testing teachers will effectively use: 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts to impact student achievement each six weeks period.</p>
Action Step 1	<p>LMS leaders implement a specific, structured process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans (in response to CPA's and Benchmarks) through the use of TANGO and Teacher Action Plans.</p>
Action Step 2	<p>LMS leaders collaborate with the E3 Alliance team to implement the documented process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans.</p>
Action Step 3	<p>LMS teachers will use the 2nd & 3rd CPA opportunity to support implementation of the process for generating reports via TANGO of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans.</p>
Action Step 4	<p>LMS Leaders will support teachers using lessons learned to plan/prepare effective reteach lessons to address misconceptions for implementing process with Fall Benchmark data to impact student achievement each six weeks period.</p>

DISTRICT THEORY OF ACTION

Essential Action 4.1:

If the DCSI and assistant superintendent provide on-going mentoring to the principal and provide recommendations for the implementation of action steps each cycle and ensure the availability of HQIM resources, then the campus leadership can focus teacher supports on lesson planning and delivery refinement for Tier 1 instruction that will continue to support academic achievement by all student populations.

Essential Action 5.3:

If the district provides the campus with access to student academic, behavioral, and other needed data in a timely manner, then campus leadership can support teachers individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for intervention and enrichment.