

STELL MIDDLE SCHOOL 2022 TARGETED IMPROVEMENT PLAN

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

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Campus Leadership Team

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STELL MIDDLE SCHOOL ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Accountability Ratings Overall Summary
STELL MIDDLE (031901044) - BROWNSVILLE ISD - CAMERON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		72	C
STAAR Performance	40	72	
College, Career and Military Readiness			
Graduation Rate			
School Progress		85	B
Academic Growth	76	85	B
Relative Performance (Eco Dis: 94.7%)	40	83	B
Closing the Gaps	55	76	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Stell 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.

STELL MIDDLE SCHOOL DOMAIN 3 ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Identification of Schools for Improvement
STELL MIDDLE (031901044) - 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	2	3
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	32%	-	-	-	-	-	32%	20%	11%
2019	-	40%	-	-	-	-	-	38%	28%	18%
2022	-	46%	-	-	-	-	-	46%	31%	17%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	39%	-	-	-	-	-	39%	28%	15%
2019	-	46%	-	-	-	-	-	44%	36%	26%
2022	-	31%	-	-	-	-	-	30%	21%	16%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	63	-	-	-	-	-	63	61	55
2019	-	64	-	-	-	-	-	63	63	56
2022	-	79	-	-	-	-	-	79	76	78
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	65	-	-	-	-	-	64	62	53
2019	-	61	-	-	-	-	-	61	55	58
2022	-	73	-	-	-	-	-	72	70	59
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	38	-	-	-	-	-	38	28	15
2019	-	44	-	-	-	-	-	43	33	21
2022	-	40	-	-	-	-	-	39	29	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.

Stell Middle School is identified as a Targeted Support School for 2022 and is required to present this information at a 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 72 to at least an 80 to attain a “B”

Domain 2: Increase Student Progress Domain 2A from 85 to at least a 90 to achieve an “A” and improve growth from 83 to 90 improve Domain 2B to an “A”

Domain 3: Increase Closing the Gaps from a 76 to an 82 to achieve a “B”

DESIRED ANNUAL OUTCOMES

- ❑ **Essential Action 4.1:** By the end of May 2023, the campus leadership team will ensure that 90% of classroom teachers assigned to the core content areas of RLA and Math will be planning for and implementing daily formative assessments, engaging in the Formative Assessment Data Talk protocol for analyzing formative assessment data, and utilizing this work to continuously improve Tier 1 instruction utilizing the Stell Instructional Playbook plays. This will be evidenced by reviewing lesson plans through campus checklists during PLCs two times a month.
- ❑ **Essential Action 5.3:** By May 2023, the campus administrative team will ensure that at least 90% of RLA and Math teachers will engage in a campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities after district or campus created formative assessments every six weeks as evidenced by the submission of the data analysis reflection tool.

CYCLE 1 (SEPT-NOV)

TARGETED IMPROVEMENT PLAN 4.1 ACTION STEPS

Cycle 1 Desired 90- day Outcome	By the end of November 2022, 95% of teachers assigned to RLA and Math content areas will be engaged in the practice of studying content standards, developing daily formative assessments integrated with the Stell MS Playbook plays, and preparing for Formative Assessment Data Talks beginning in Cycle 2.
Action Step 1	Stell MS leaders will develop and implement a detailed agenda for consistent, structured facilitation of weekly PLC meetings that will ensure extended application of shared professional learning from the PLC/Scope of Work for Effective Instruction workshop. (Agenda will be used by Administrators and Department Leaders) The agenda includes an ongoing review of formative assessment data and responses for student learning and T1 improvement.
Action Step 2	Stell MS leaders will collaborate with E3 Alliance Team to develop detailed, comprehensive system documents for the Stell Middle School Assessment System (which will include formative assessment data process as well as more formal processes for CPAs and Benchmarks).
Action Step 3	Stell MS leaders will collaborate with E3 Alliance Team to refine the drafted document for Stell Middle School Assessment System and ensure it includes clarity on what data we collect, how we will analyze it, and the actions we'll take in response to the data.
Action Step 4	Stell MS leaders will pilot the drafted document for Stell Middle School Assessment System during PLCs in cycle 1 to prepare for the implementation of documentation in Cycle 2.

CYCLE 1 (SEPT-NOV)

TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

Cycle 1 Desired 90- day Outcome	By the end of November 2022, at least 70% of core content teachers (RLA, Math, 8th grade Science, 8th Grade Social Studies) will engage in a campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a correction action plan to implement reteaching opportunities after six weeks/benchmark assessments.
Action Step 1	Stell MS leaders will develop a detailed agenda to engage Stell teachers in campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.
Action Step 2	The E3 Alliance team will train Stell MS leadership to analyze student data to determine student misconceptions and the root causes and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.
Action Step 3	Stell MS leadership will train teachers to analyze student data to determine student misconceptions and the root causes and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.
Action Step 4	Stell MS teachers will pilot the use of the assessment protocol on a campus-created test. They will analyze the student data to determine student misconceptions and the root causes. They will write a corrective action plan to implement reteaching opportunities and share their plan in a PLC.

CYCLE 2 (DEC. TO FEB.)

TARGETED IMPROVEMENT PLAN 4.1 ACTION STEPS

<p>Cycle 2 Desired 90-day Outcome</p>	<p>By the end of February 2023, the administrative team will ensure that 100% of the department leaders will be implementing a system for supporting and monitoring the practice of daily formative assessments by reviewing lesson plans through campus checklists and by providing feedback in a timely manner once a month.</p>
<p>Action Step 1</p>	<p>Stell MS leaders will continue to implement the previously developed detailed agenda weekly for consistent, structured facilitation of weekly PLC meetings that will ensure extended application of shared professional learning from the PLC/Scope of Work for Effective Instruction workshop. (Administrators and Department Leaders will use agenda) The agenda will focus on an ongoing review of formative assessment data and responses for student learning and T1 improvement after studying content standards and using the Stell Middle School Assessment System.</p>
<p>Action Step 2</p>	<p>Stell MS leaders will collaborate with E3 Alliance Team to refine the drafted document for Stell Middle School Assessment System and ensure it includes clarity on what data we collect, how we will analyze it, and the actions we'll take in response to the data.</p>
<p>Action Step 3</p>	<p>Teachers assigned to RLA and Math content areas will be engaged in the practice of studying content standards and developing daily formative assessments integrated with the Stell MS Playbook plays during bimonthly PLCs.</p>
<p>Action Step 4</p>	<p>The instructional leadership team in collaboration with the E3 Alliance Team will ensure the development of a campus checklists to review lesson plans and provide feedback in a timely manner once a month and begin implementing this system for supporting and monitoring the practice of daily formative assessments.</p>

CYCLE 2 (DEC. TO FEB.)

TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

Cycle 2 Desired 90- day Outcome	By the end of February 2023, the campus administrative team will ensure that at least 80% of RLA and Math content teachers will engage in a campus data analysis protocol that includes data talks using the data analysis reflection tool to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities after district or campus created formative assessments every six weeks.
Action Step 1	Stell MS leaders will refine the data PLC agenda to engage Stell teachers in campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities district or campus created formative assessments every six weeks.
Action Step 2	The E3 Alliance team will train Stell MS leadership to analyze student data to determine student misconceptions and the root causes and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.
Action Step 3	Stell MS leadership will train teachers to analyze student data to determine student misconceptions and the root causes and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.
Action Step 4	Stell MS teachers will use the assessment protocol on the district-created benchmark test. The RLA and Math teachers will analyze the student data to determine student misconceptions and the root causes. They will write a corrective action plan to implement reteaching opportunities and share their plan in a PLC.

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 campus leadership with access to student academic, behavioral, and other relevant data, then campus leadership will be able to support teachers implementing a corrective instruction action planning process 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.