GARCIA MIDDLE SCHOOL 2022 TARGETED IMPROVEMENT PLAN

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

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GATORS
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GARCIA MIDDLE SCHOOL ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Accountability Ratings Overall Summary
GARCIA MIDDLE (031901053) - BROWNSVILLE ISD - CAMERON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		74	C
STAAR Performance	42	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		86	B
Academic Growth	77	86	B
Relative Performance (Eco Dis: 86.8%)	42	85	B
Closing the Gaps	74	83	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Garcia 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.

Texas Education Agency
2022 Identification of Schools for Improvement
GARCIA MIDDLE (031901053) - BROWNSVILLE ISD - CAMERON COUNTY

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	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	1	0
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	42%	31%	-	-	-	-	41%	27%	39%
2019	-	43%	30%	-	-	-	-	41%	33%	29%
2022	-	46%	-	-	-	-	-	43%	24%	19%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	42%	53%	-	-	-	-	42%	32%	31%
2019	-	44%	23%	-	-	-	-	42%	35%	27%
2022	-	35%	-	-	-	-	-	31%	16%	15%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	67	80	-	-	-	-	67	62	67
2019	-	59	52	-	-	-	-	59	54	59
2022	-	79	-	-	-	-	-	77	72	70
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	63	78	-	-	-	-	63	57	67
2019	-	55	56	-	-	-	-	54	51	57
2022	-	75	-	-	-	-	-	74	69	66
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	47	45	-	-	-	-	47	37	40
2019	-	47	34	-	-	-	-	45	39	36
2022	-	42	-	-	-	-	-	40	27	21

+ 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.

Garcia MS is NOT identified as a Targeted Support School for 2022 but is required to present this information at this Public Hearing so stakeholders have the opportunity to provide input into this plan prior to board approval as one of the recipients of funding for the ESF 1003 School Improvement grant.

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 Domain Goals:

Domain I: Increase Student Achievement from 74 to at least an 80 to attain a "B"

Domain 2: Increase Student Progress Domain 2A from 86 to at least a 90 to achieve an "A" and improve growth from 85 to 90 improve Domain 2B to an "A"

Domain 3: Increase Closing the Gaps from a 83 to an 90 to achieve an "A"

DESIRED ANNUAL OUTCOMES

❑ **Essential Action 5.1: By the end of May 2023, the CLT will ensure at least 88% (16 of 18) of Math and ELA teachers will effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills, writing, and student discourse in order to differentiate support for English learners. This will be evidenced by BISD walkthrough and feedback cycles for Math and ELA teachers on a biweekly basis as documented in a shared Garcia MS tracker.**

❑ **Essential Action 5.3: By May 2023, the CLT will ensure at least 88% of Math and RLA teachers will hold weekly PLC meetings during their department common planning periods to address their identified students' previous assessments performance. Teacher lesson plans will address 1) misconceptions 2) activities that include appropriate instructional adjustments to addressing these misconceptions for all their students including Special Education and EB students and 3) create plans for instructional adjustments. This will be evidenced by a PLC protocol documented in bi-weekly agendas and recorded meeting minutes.**

CYCLE 1 (SEPT-NOV)
TARGETED IMPROVEMENT PLAN 5.1 ACTION STEPS

Cycle 1 Desired 90-day Outcome	By the end of November 2022, 90% of RLA and Math teachers will attend professional learning focused on facilitating lessons that promote critical-thinking skills, writing, and student discourse. This will be evidenced by campus instructional leadership walkthrough and feedback cycles for 50% of Math and ELA teachers on a biweekly basis as documented in a shared tracker.
Action Step 1	GMS leaders will collaborate with the E3 Alliance team to refine their Campus Instructional Playbook to reflect our 2021-22 STAAR and TELPAS data by leveraging practices that increase discourse and writing opportunities, increase the level of rigor in questioning for assessment and reinforce the importance of student collaboration for learning. (Including how to identify the critical standards to narrow the focus.)
Action Step 2	GMS leaders will collaborate with the E3 Alliance team to develop a plan for professional learning focused on the 2022-23 Campus Instructional Playbook and begin planning in PLC meetings for facilitating the strategies in the classroom. (ensure 100% of teachers participate to ensure 100% of teachers can be supported and held accountable for implementation)
Action Step 3	GMS Leaders will facilitate professional learning focused on the 2022-23 Campus Instructional Playbook during PLCs/Staff Meeting.
Action Step 4	GMS leaders will collaborate with the E3 Alliance team to develop a plan for monitoring, supporting and coaching for effective implementation of the Campus Instructional Playbook, including daily-formative assessments aligned with the most critical standards, adjusted system of classroom observation and feedback and follow up coaching for teachers identified for extended support.

TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

Cycle 1 Desired 90-day Outcome	By the end of November 2022, Garcia MS campus instructional leaders will develop a PLC protocol with a detailed agenda template for weekly PLC meetings. Leaders will also train 100% teachers on how to identify student misconceptions, plan activities that include appropriate instructional adjustments to address these misconceptions for all their students including Special Education and EB students and 3) create plans for instructional adjustments. This will be evidenced by a Data Talk Protocol documented in PLC weekly agendas and recorded meeting minutes.
Action Step 1	GMS leaders will collaborate with the E3 Alliance team to develop a detailed agenda for consistent, structured facilitation of weekly PLC meetings that includes ongoing review of formative assessment data (Data Talks) and response for student learning and T1 improvement.
Action Step 2	GMS leaders will introduce the initial stage of the Data Talk protocol in their department PLCs, plan for a critical standard, design a formative assessment to check for mastery, and collect student work for data analysis.
Action Step 3	GMS leaders will collaborate with the E3 Alliance team to facilitate professional learning on the Data Talk protocol during PLCs, plan for instructional adjustments.
Action Step 4	Pilot the Data Talk protocols during PLCs, collect feedback, and refine for implementation in Cycle 2.

CYCLE 2 (DEC. TO FEB.) TARGETED IMPROVEMENT PLAN 5.1 ACTION STEPS

Cycle 2 Desired 90-day Outcome	By the end of February 2023, the CLT will ensure at least 83% of RLA and Math teachers will create lessons that promote critical-thinking skills, writing, and student discourse as evidenced by the PLC agendas and notes. At least 50% of the CLT walkthroughs will provide evidence of the implementation on the shared GMS tracker on a biweekly basis.
Action Step 1	GMS leaders will collaborate with the E3 Alliance team to revise the plan for monitoring, supporting and coaching for effective implementation of the Campus Instructional Playbook, including daily-formative assessments aligned with the most critical standards, adjusted system of classroom observation and feedback and follow up coaching for teachers identified for extended support as evidenced by the updated "Glow and Grow" document.
Action Step 2	GMS leaders will collaborate with the E3 Alliance team to refine the plan for professional learning focused on the 2022-23 Campus Instructional Playbook and begin planning in PLC meetings for facilitating the strategies in the classroom. (ensure at least 83% of testing teachers participate to ensure they can be supported and held accountable for implementation) as evidenced by the sign-in sheets, and agenda minutes.
Action Step 3	GMS Leaders in collaboration with E3 Alliance team will facilitate professional learning to at least 83% of the RLA and Math teachers focusing on the refined 2022-23 Campus Instructional Playbook during PLCs/Staff Meeting as evidenced by the sign-in sheets, and agenda minutes.
Action Step 4	GMS CLT in collaboration with E3 Alliance team will conduct walkthroughs on at least 83% RLA and Math teachers and update the tracker to collect evidence of critical-thinking skills, writing, and student discourse for Cycles 2 and 3 as documented by the walkthrough form tracker.

CYCLE 2 (DEC. TO FEB.)
TARGETED IMPROVEMENT PLAN 5.3 ACTION STEPS

Cycle 2 Desired 90-day Outcome	By the end of February 2023, Garcia MS campus instructional leaders will implement the PLC meeting process using the Data Talk protocol to guide Math and RLA teachers in 1) identifying student misconceptions, 2) planning activities that include appropriate instructional adjustments to address these misconceptions for all their students including Special Education and EB students and 3) create plans for instructional adjustments. This will be evidenced by a Data Talk Protocol documented in 70% of the PLC bi-weekly agendas and recorded meeting minutes.
Action Step 1	GMS leadership team in collaboration with Math and RLA teachers will identify the major student misconceptions and make appropriate instructional adjustments and provide spiraling instruction and checking for understanding using exit tickets data.
Action Step 2	GMS leadership team in collaboration with Math and RLA teachers and curriculum specialist will formulate instructional plans focusing on the major student misconceptions which will be addressed during afterschool and Saturday tutorials and pullouts for Special Education and EB students.
Action Step 3	GMS leadership team in collaboration with E3 Alliance and curriculum specialists will work with Math and RLA teachers during monthly PLC meetings in order to analyze the instructional plans that have been developed to address the students misconceptions and instructional adjustments.
Action Step 4	GMS leadership team in collaboration with Math and RLA teachers will use TANGO reports to analyze individual student performance data on district checkpoints and benchmarks.

DISTRICT THEORY OF ACTION

Essential Action 5.1:
If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, and observation and feedback) through curriculum supports, district benchmarks, instructional materials, and training to address the areas of concern, then the campus will achieve the goal for improved instruction for all students, especially students receiving bilingual and special education supports.

Essential Action 5.3:
It the district provides program specialists, accessibility to detailed district benchmark data within two days of testing, and training to address the areas of concern, then the campus should successfully train and support teachers in using data to drive instruction, especially for Special Education and EB students.