Brownsville Independent School District

Besteiro Middle School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 031901048

Board Approval Date: December 13, 2022

Superintendent: Dr. Rene Gutierrez **Principal:** Teresa Nunez
DCSI/Grant Coordinator: Roni Louise Rentfro **ESC Case Manager:** Rosey Guerra
ESC Region: 1

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, 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.

Signature: Roni Louise Rentfro

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator 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.

Signature: Rose Longoria

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (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.

Signature: Teresa Nunez

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain I:

The goal is to achieve a 80 composite score of a "B" by obtaining a 76 Approaches, 43 Meets, and 27 Masters. This goal is to increase student achievement in the Meets and Masters areas. Our campus leadership team is in agreement that the points are achievable and realistic. We will be hosting learning academies after school to address this goal.

School Progress

What accountability goal has your campus set for this year?

The goal for Domain 2A: 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 a 97.1-98.1%. By increasing the scaled score for School Progress domains 2A and 2B we can achieve the next letter grade.

Closing the Gaps

What accountability goal has your campus set for this year?

Closing the Gaps is the area we will be focusing on this year. We obtained a "C" rating for that domain. Our goal is to meet the indicators for each domain component to achieve a composite score of an 87 resulting in a "B" rating for that domain.

Using the TEA A-F estimator, we concluded that these are the indicators we need to obtain to achieve the "A" rated status.

Academic Achievement: 8 out of 14

Growth: 14 our of 14

English Language Proficiency: 1 out of 1

Student Success: 5 out of 8

By meeting these indicators, we would obtain an overall score of a 90 "A".

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

We will be focusing on Math and Reading in grade levels 6th through 8th. The goal is to increase our domain scores and close the gaps. We will be focusing on student progress and academic growth.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

We are targeting our EB and Special Education population to achieve at the Meets level. These are the populations that demonstrate the most academic need. This population also needs to be at meets and masters level to have an impact on our Closing the Gaps domain for accountability.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Beginning Implementation
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Planning for Implementation
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Planning for Implementation
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Planning for Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Planning for Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Overall, we exceed all the campus goals set for Cycle I in Approaches, Meets, and Masters for all content areas.
Our teachers analyzed their data throughout the cycle and created lesson plans with successful scaffolding and interventions. Collaboration between teachers and Special Education teachers and implementing the Co-Teach Model for instruction have contributed to student success. They are also on track with their scope and sequence.

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: We are still in the planning for Implementation stage, and our evidence of our ESF diagnostic established that while training and support are in place, 73% of observed classrooms did not have evidence of protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle. We have been working with Instruction Partners, who have provided guidance on how to choose rigorous resources and implement effective instructional strategies.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Administration will be collaborating with Instruction Partners to better coach and assist teachers with the implementation of effective classroom instructional strategies. Teachers will be completing professional development and receiving coaching in different areas that are required by the district by various departments. They will be attending District PD where they will be given district expectations. Administration will be meeting with teachers to go over campus expectations on instruction, routines, procedures, and strategies.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will be hosting meetings with our CLT team in August and meet with Instruction Partners (VIP) and curriculum specialists to identify students' needs and communicate priorities. Instruction Partners will be meeting with the teachers at the beginning of the year to establish relationships and obtain buy-in. CLT members will meet with their departments and relate the expectations and what they have learned from Instruction Partners and the benefits of their recommendations and strategies. Community and family members will be informed through school events, social media postings, and campus newsletters. The students will be made aware of our focus on data-driven instruction by the use of their student growth tracking documentation being updated after each curriculum-based assessment.

Desired Annual Outcome: 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.

District Commitment Theory of Action: If 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.

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.

District Actions: The DCSI, Curriculum & Instruction, and program specific support staff will ensure campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback). The VIP, Instruction Partners will provide site visits, leadership coaching and monitoring of campus progress related to strong instructional practices.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The walkthroughs indicated the teachers were using research-based teaching practices that included differentiation scaffolding and supports.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers may be reluctant to try new strategies in the classroom.	Action Step 3	The involvement of professional development and curriculum specialists will create teacher-buy in.

Step 1 Details	Reviews

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.
    Evidence Used to Determine Progress: Collection of teacher observations
    Person(s) Responsible: Campus Leadership Team (Principal, Assistant Principal, Dean)
    Non-Funded Resources Needed: Curriculum specialist support, observation rubric
    Addresses an Identified Challenge: No
 	
    Start Date: August 17, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 25, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Met.

Step 2 Details	Reviews

Action Step 2: Teacher lessons and instructional strategies will be monitored by their appraiser for the level of implementation.
    Evidence Used to Determine Progress: T-TESS observation rubrics and feedback
    Person(s) Responsible: Appraisers, Principal, Assistant Principal
    Non-Funded Resources Needed: Observation rubrics, lesson plan status report
    Addresses an Identified Challenge: No
 	
    Start Date: August 17, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 25, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Met.

Step 3 Details	Reviews
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. **Evidence Used to Determine Progress:** VIP Campus Action Plan and schedules, Agendas **Person(s) Responsible:** DCSI, Principal, Assistant Principal, Dean **Non-Funded Resources Needed:** Contracts, Campus Calendars, Planning time **Addresses an Identified Challenge:** Yes **Start Date:** August 17, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 25, 2022 **Funding Sources:** Instruction Partners contracted services - 6200-Professional and contracted services - $11,818	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Met.

Step 4 Details	Reviews
Action Step 4: The campus leadership with work with the Principal Supervisor and DCSI to plan professional development for effective instructional strategies from Lead4ward, Region One, and Instruction Partners. **Evidence Used to Determine Progress:** Schedule or calendar of professional development activities **Person(s) Responsible:** DCSI Principal Dean **Non-Funded Resources Needed:** Grant and other campus or district funding **Addresses an Identified Challenge:** No **Start Date:** August 8, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022 **Funding Sources:** Professional development activities - 6200-Professional and contracted services - $11,000, Stipends - 6100-Payroll - $2,600	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We continue training with instructional strategies focusing primarily on the CIF strategies.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: As per our ESF Diagnostic, we are still at the planning for implementation stage, and while training and support is in place, 73% of observed classrooms did not have evidence of protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? The district curriculum program area staff and the Instruction Partner (VIP) will support the staff with requested professional development, site visits, and CLT coaching to support their action steps to accomplish their goals. Coaching and supports will also be provided to ensure data is available so effective data review meetings can take place.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities will be communicated in meetings, emails, and conferences with teachers and parents as well as other stakeholders. A teacher survey will be conducted to solicit feedback can be used to determine what clarifications or supports are needed to increase buy-in. Students' regular updating of their student growth tracking documentation after each curriculum-based assessment will assist in communicating these priorities.

Desired Annual Outcome: 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 rigor 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.

District Commitment Theory of Action: 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.

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.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating VIP and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Math and ELAR teachers met a minimum of 3 times to disaggregate data, track progress through the TANGO students' trackers, and conduct intentional planning based on areas of needs identified in the data to create target groups and better serve students.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
One of the main challenges will be the understanding of accountability for the teachers and time to analyze data and plan accordingly.	Action Step 1	Teachers will receive professional development to better understand accountability.

Step 1 Details	Reviews

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.
    Evidence Used to Determine Progress: Training Agendas and evaluation
    Person(s) Responsible: Principal and Dean
    Non-Funded Resources Needed: Reports, assessments, lesson plans
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 17, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 25, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Met.

Step 2 Details	Reviews

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.
    Evidence Used to Determine Progress: Agendas with notes, revised lesson plans
    Person(s) Responsible: Dean and Principal
    Non-Funded Resources Needed: Tango and AWARE (Eduphoria) data reports for MATH and ELAR
    Addresses an Identified Challenge: No
 	
    Start Date: August 17, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 25, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Met.

Step 3 Details	Reviews

Action Step 3: Teachers will monitor student progress through the use of data trackers and will update accordingly.
    Evidence Used to Determine Progress: Student trackers, Eduphoria, AWARE, assessments
    Person(s) Responsible: Teachers, Appraisers
    Non-Funded Resources Needed: Time to update trackers, trackers, technology
    Addresses an Identified Challenge: No
 	
    Start Date: August 17, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 25, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Met.

Step 4 Details	Reviews

Action Step 4: Data driven instruction will be monitored by the CLT through observations and PLCs which provide coaching and feedback to the teachers.
 	
    Evidence Used to Determine Progress: PLC Agendas, Lesson plans, walkthroughs, feedback
    Person(s) Responsible: Campus leadership team, T-TESS Appraisers
    Non-Funded Resources Needed: Time to conduct observations and hold PLCs and informal observation data.
    Addresses an Identified Challenge: No
 	
    Start Date: August 17, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 25, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: Met.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: We are still in the planning for Implementation stage, and our evidence of our ESF diagnostic established that while training and support are in place, 73% of observed classrooms did not have evidence of protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle. We have been working with Instruction Partners, who have provided guidance on how to choose rigorous resources and implement effective instructional strategies.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Administration will be collaborating with Instruction Partners to better coach and assist teachers with the implementation of effective classroom instructional strategies. Teachers will be completing professional development and receiving coaching in different areas that are required by the district by various departments. They will be attending District PD where they will be given district expectations. Administration will be meeting with teachers to go over campus expectations on instruction, routines, procedures, and strategies.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will be hosting meetings with our CLT team in August and meet with Instruction Partners (VIP) and curriculum specialists to identify students' needs and communicate priorities. Instruction Partners will be meeting with the teachers at the beginning of the year to establish relationships and obtain buy-in. CLT members will meet with their departments and relate the expectations and what they have learned from Instruction Partners and the benefits of their recommendations and strategies. Community and family members will be informed through school events, social media postings, and campus newsletters. The students will be made aware of our focus on data-driven instruction by the use of their student growth tracking documentation being updated after each curriculum-based assessment.

Desired Annual Outcome: 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.

District Commitment Theory of Action: If 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.

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.

District Actions: The DCSI, Curriculum & Instruction, Bilingual, Assessment, and Special Education support staff will ensure campus instructional leaders receive ongoing training and coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback). The DCSI will collaborate with the VIP, Instruction Partners, and CLT to ensure they provide site visits, leadership coaching, and monitoring of campus progress related to strong instructional practices.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Providing consistent feedback on the lesson plans for the teachers.	Action Step 1	I will be sharing the feedback responsibility with an expanded leadership team including department chairs.

Step 1 Details	Reviews
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. **Evidence Used to Determine Progress:** Samples of lesson plans with feedback **Person(s) Responsible:** Principal Assistant Principal, Department Chairs **Non-Funded Resources Needed:** Teacher lesson plans Administrative feedback **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
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. **Evidence Used to Determine Progress:** Meeting and site visit documentation **Person(s) Responsible:** Principal, Curriculum Specialists DCSI **Non-Funded Resources Needed:** Instruction Partners staff District Curriculum Specialists Walkthrough forms **Addresses an Identified Challenge:** No **Start Date:** December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023 **Funding Sources:** Instruction Partners Cycle 2 - 6200-Professional and contracted services - $11,818	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

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).
 	
    Evidence Used to Determine Progress: samples of walkthrough data with feedback
    Person(s) Responsible: Principal
Assistant Principal
    Non-Funded Resources Needed: Walkthrough documents
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 23, 2023
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

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.
 	
    Evidence Used to Determine Progress: PLC agendas with notes
Samples of lesson plans
    Person(s) Responsible: Principal
Assistant Principal, Curriculum specialists
    Non-Funded Resources Needed: PLC time
Lesson Plans
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023
    Funding Sources: Substitutes - 6100-Payroll - $1,000
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: As per our ESF Diagnostic, we are still at the planning for implementation stage, and while training and support is in place, 73% of observed classrooms did not have evidence of protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? The district curriculum program area staff and the Instruction Partner (VIP) will support the staff with requested professional development, site visits, and CLT coaching to support their action steps to accomplish their goals. Coaching and supports will also be provided to ensure data is available so effective data review meetings can take place.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities will be communicated in meetings, emails, and conferences with teachers and parents as well as other stakeholders. A teacher survey will be conducted to solicit feedback can be used to determine what clarifications or supports are needed to increase buy-in. Students' regular updating of their student growth tracking documentation after each curriculum-based assessment will assist in communicating these priorities.

Desired Annual Outcome: 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 rigor 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.

District Commitment Theory of Action: 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.

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.

District Actions: The DCSI will collaborate with district support programs and the campus leadership team to ensure Besteiro MS campus leadership and faculty have access to the appropriate assessment data and formative and summative assessment resources in a timely manner.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Providing consistent feedback on the lesson plans for the teachers.	Action Step 3	I will be sharing the feedback responsibility with an expanded leadership team including department chairs.

Step 1 Details	Reviews

Action Step 1: 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.
 	
    Evidence Used to Determine Progress: Agendas with notes, revised lesson plans, TANGO data reports, and individual teacher data disaggregation worksheet
    Person(s) Responsible: Dean and Principal
    Non-Funded Resources Needed: Tango and AWARE (Eduphoria) data reports for MATH and ELAR
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 23, 2023
    Funding Sources: Substitutes - 6100-Payroll - $1,000
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

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.
    Evidence Used to Determine Progress: TANGO Data trackers
Samples of modified lesson plans
    Person(s) Responsible: Principal
Assistant Principal, Department Chairs
    Non-Funded Resources Needed: Tango assessment software reports
Lesson plans
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

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.
    Evidence Used to Determine Progress: Samples of lesson plan feedback, Lesson Plan Tracker
    Person(s) Responsible: Principal
Assistant Principal, Department Chair
    Non-Funded Resources Needed: Lesson Plans software (Forethought), Lesson Plan Tracker
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 23, 2023
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews
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.	**Progress toward Action Steps:** No Progress
	Necessary Adjustments/Next Steps:
Evidence Used to Determine Progress: Walkthrough reports PLC meeting agendas and notes	
Person(s) Responsible: Principal Assistant Principal, Curriculum Specialists	
Non-Funded Resources Needed: Strive walkthroughs PLC time	
Addresses an Identified Challenge: No	
Start Date: December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023	

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: We are still in the planning for Implementation stage, and our evidence of our ESF diagnostic established that while training and support are in place, 73% of observed classrooms did not have evidence of protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle. We have been working with Instruction Partners, who have provided guidance on how to choose rigorous resources and implement effective instructional strategies.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Administration will be collaborating with Instruction Partners to better coach and assist teachers with the implementation of effective classroom instructional strategies. Teachers will be completing professional development and receiving coaching in different areas that are required by the district by various departments. They will be attending District PD where they will be given district expectations. Administration will be meeting with teachers to go over campus expectations on instruction, routines, procedures, and strategies.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will be hosting meetings with our CLT team in August and meet with Instruction Partners (VIP) and curriculum specialists to identify students' needs and communicate priorities. Instruction Partners will be meeting with the teachers at the beginning of the year to establish relationships and obtain buy-in. CLT members will meet with their departments and relate the expectations and what they have learned from Instruction Partners and the benefits of their recommendations and strategies. Community and family members will be informed through school events, social media postings, and campus newsletters. The students will be made aware of our focus on data-driven instruction by the use of their student growth tracking documentation being updated after each curriculum-based assessment.

Desired Annual Outcome: 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.

District Commitment Theory of Action: If 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.

Desired 90-day Outcome: By the end of May 2023, CLT will ensure 90% of Math and RLA teachers will have improved their instructional strategies and routines in the classroom that are reflected in our data collection through appraiser monitoring. This will be evidenced through monthly administrative walkthroughs utilizing the BISD informal observation walkthrough ratings at 90% mastery.

District Actions: The DCSI and campus Assistant Superintendent will ensure 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

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: As per our ESF Diagnostic, we are still at the planning for implementation stage, and while training and support is in place, 73% of observed classrooms did not have evidence of protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? The district curriculum program area staff and the Instruction Partner (VIP) will support the staff with requested professional development, site visits, and CLT coaching to support their action steps to accomplish their goals. Coaching and supports will also be provided to ensure data is available so effective data review meetings can take place.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities will be communicated in meetings, emails, and conferences with teachers and parents as well as other stakeholders. A teacher survey will be conducted to solicit feedback can be used to determine what clarifications or supports are needed to increase buy-in. Students' regular updating of their student growth tracking documentation after each curriculum-based assessment will assist in communicating these priorities.

Desired Annual Outcome: 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 rigor 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: By May 2023, the CLT will meet after each relevant 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% (13 of 14) of STAAR tested teachers with lesson plan feedback on a biweekly basis as documented in our feedback tracker and 95% of students will have evidence of progress will be documented on teachers class trackers.

District Actions: The DCSI and other district leaders will 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.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

			6100-Payroll		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Stipends		$2,600.00
2	1	4	Substitutes		$1,000.00
2	2	1	Substitutes		$1,000.00
				Sub-Total	$4,600.00
				Budgeted Budget Object Code Amount	$5,420.00
				+/- Difference	$820.00
			6200-Professional and contracted services		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Instruction Partners contracted services		$11,818.00
1	1	4	Professional development activities		$11,000.00
2	1	2	Instruction Partners Cycle 2		$11,818.00
				Sub-Total	$34,636.00
				Budgeted Budget Object Code Amount	$76,396.00
				+/- Difference	$41,760.00
			6400-Other operating costs		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$1,400.00
				+/- Difference	$1,400.00
				Grand Total Budgeted	$83,216.00
				Grand Total Spent	$39,236.00
				+/- Difference	$43,980.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	569	53	71	N/A	CBM	72	83	District Created Benchmark	74		76	
			All	All	Reading	Meets	STAAR	569	29	39	N/A	CBM	41	49	District Created Benchmark	43		44	
			All	All	Reading	Masters	STAAR	569	13	20	N/A	CBM	21	24	District Created Benchmark	23		25	
			All	All	Mathematics	Approaches	STAAR	569	43	62	N/A	CBM	63	78	District Created Benchmark	65		67	
			All	All	Mathematics	Meets	STAAR	569	15	29	N/A	CBM	30	46	District Created Benchmark	31		34	
			All	All	Mathematics	Masters	STAAR	569	7	14	N/A	CBM	15	24	District Created Benchmark	16		19	
			8th	All	Science	Approaches	STAAR	185	62	79	N/A	Other	80	88	District Created Benchmark	82		84	
			8th	All	Science	Meets	STAAR	185	37	45	N/A	Other	46	61	District Created Benchmark	47		50	
			8th	All	Science	Masters	STAAR	185	15	21	N/A	Other	22	27	District Created Benchmark	23		26	
			8th	All	Social Studies	Approaches	STAAR	185	37	47	N/A	CBM	48	96	District Created Benchmark	50		52	
			8th	All	Social Studies	Meets	STAAR	185	11	16	N/A	CBM	17	73	District Created Benchmark	18		21	
			8th	All	Social Studies	Masters	STAAR	185	3	10	N/A	CBM	11	53	District Created Benchmark	12		15	
Closing the Gaps	Focus 1	Academic Achievement	All	Special Ed	ELA	N/A	ELA	N/A	14	17	100	CBM	18	55	District Created Benchmark	19		20	
	Focus 2	Academic Achievement	All	ELL	ELA	N/A	ELA	N/A	20	26	100	CBM	27	44	District Created Benchmark	28		29	
	Focus 3	Academic Achievement	All	Special Ed	Mathematics	N/A	Mathematics	N/A	13	14	100	CBM	16	68	District Created Benchmark	18		23	
	Focus 4	Academic Achievement	All	ELL	Mathematics	N/A	Mathematics	N/A	11	19	100	CBM	26	43	District Created Benchmark	32		40	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	550	Did Not Meet	29	28	17	26		24	
					Approaches	71	72	83	74		76	
					Meets	39	41	49	43		44	
					Masters	20	21	24	23		25	
	Math	All	STAAR	569	Did Not Meet	38	37	22	35		33	
					Approaches	62	63	78	65		67	
					Meets	29	30	46	31		34	
					Masters	14	15	24	16		19	

Addendums

Greetings!

I am submitting a video as an Artifact for Essential Action 5.3 Data-Driven Instruction.

Administration met with 6th grade ELAR teacher to review data for checkpoint assessment #1 (CPA).

The meeting took 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.

As a result, students are grouped intentionally for afterschool tutorials based on their individual results.

The link to the video is below.

https://youtu.be/S13rj0bTyGU

Thank you,
Mrs. T. Nuñez,
Principal