Brownsville Independent School District

Garcia Middle School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 031901053

Board Approval Date: December 13, 2022

Superintendent: Dr. Rene Gutierrez   **Principal:**   Luis Segura
DCSI/Grant Coordinator: Roni Louise Rentfro   **ESC Case Manager:** Rocio Ausucua
                                                               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: Luis Segura

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Garcia Middle School's goal for Domain 1 is to achieve a component scaled score of at least an 80 to achieve a rating of B.

Approaches: 2019 was 79, 2021 was 58, 2022 was 70 goal is 80

Meets: 2019 was 42, 2021 was 25, 2022 was 38 goal is 45

Masters: 2019 was 17, 2021 was 9, 2022 was 18, goal is 25

We believe this is feasible because the results of our 2022 scores inidicate an average of 11 points growth in all three components. Out current actions plans which focus on RLA and Math are geared toward implementing and monitoring growth and academic achievemnet. We are currently implementing are the following: meeting weekly with all teachers in the tested areas, tracking student achievement though the use of a data collected form district and campus assessments, and analyzing this data to revise instruction and interventions. We will focus on Accelerated Learning for our students that did not pass STAAR. Our focus on DDI will also help us prioritize which standards/students to address and address to improve student learning.

School Progress

What accountability goal has your campus set for this year?

The campus goal for Domain 2B is to maintain and improve the 2022 A rating. but will also work to improve progress based on the new academic growth for Domain 2A. The 2022 Economic Disadvantaged students was nearly 87% and appears it will be the same for 2022-2023

With a focus on overall achievement for increasing student performance, the improvement should close a significant amount of the learning gap that occurred in the past year. Domain 2B: If we focus on overall achievement, and increase of Domain 1 score our relative Performance (2B) will also improve (assuming our % Eco Dis remains the same, which we believe it will since our population demographics have not changed dramatically). We are meeting weekly with all teachers in the tested areas. We are tracking student achievement thought the use of a data wall that tracks all the campus, district and state benchmarks and analyzing this data to revise instruction and interventions.

Closing the Gaps

What accountability goal has your campus set for this year?

Garcia MS is setting a goal for Closing the Gaps to meet at least the needed score to maintain and improve the rating of a B.

TEA is in the process of signifcantly revising Domain 3 rating process; however, the campus believes that continuing progress with Special Education students and increased closing of the EL student gaps in Math and Reading will support improving the number of targets met. Special Education and ESL teachers and administration will meet weekly to monitor both population's student progress and revise supports as needed.

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?

Math and Reading will cpntinue to be the focus areas this year with special emphasis in 6th and 7th grade math because these are our lowest performance areas as indicated in the 2021 assessment data. By making significant increases in these areas will allow us to improve our accountability domain scores. Data driven instruction that incorporates strong interventions and effective accelerated instruction will improve student performance.

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

The continued targeted student groups to achieve these goals are Special Education and EB students. The intended impact on domain scores is to close the gaps to increase our domain ratings. Especially in Domain III where many of these targets were missed.

Essential Actions

Cycles 1-3

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

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

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Beginning 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: Partial 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: Partial Implementation
Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

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?: We have met some of the ELAR goals and are on track with Science and Social Studies by exceeding all the goals. We have met the ELAR Approaches expectation due to the fact that teachers were staying to the Scope and Sequence timeline. Therefor the tested materials were covered. We have not met the Math goals. This is attributed to starting off the year with a substitute teacher and were not on target with the scope and sequence. In an attempt to balance the course responsibilities, we tried to modify teacher assignments. This we believe is not producing the expected results and therefore we are changing the teaching assignments for the second semester.

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

Implementation Level: Partial 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: Based on the ESF Diagnostic and the Campus Self-Evaluation at the beginning of the year, the following findings were noted: Classroom teachers need to set up effective classroom routines with student centered instructional strategies. While training and ongoing support of research-based strategies are in place, lesson plans and classroom observations lacked evidence of teachers using protocols to ensure all students are doing the cognitive lift in the learning, and techniques that encourage "productive struggle".

Who will you partner with?: E3 Alliance RAISEup

How will you build capacity in this Essential Action? We will use district resources and grant provided services from our VIP, E3 Alliance (site visits, CLT coaching and requested professional development), to assist campus leadership and teachers to build capacity to improve the use of high quality instructional materials and develop stronger formative assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We are holding department meetings and campus staff development to evaluate instructional materials and analyze formative assessment data. Stakeholder input is used to revise and improve services. E3 Alliance will be working with campus administration and department chairs to develop a campus agreement to commitment to success. Students, families and Community will be informed at our Meet the Teacher Night, Back to School Correspondence and through out the school year.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

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.

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.

Administration and district specialists will provide support, materials, PD and feedback on walkthrough observations to ensure the the effective classroom routines and instructional strategies target gaps determined by data analysis and follow district scope and sequence.

Did you achieve your 90 day outcome?: Yes

Why or why not?: At least 90% of RLA and Math teacher have attended campus professional development focused on facilitating lessons that promote critical-thinking skills, writing and student discourse. Think-Ink-Pair-Share, Exit Tickets, and Randomization are being observed in at least 50% of the walkthroughs.

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?
The challenges we think we will encounter is providing teachers with effective professional development on 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 1	Action Step 1 focuses on training teachers on the identifying the most critical standards, adjusted systems of classroom observation and feedback and follow up coaching for teachers identified for extended support.

Step 1 Details	Reviews
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.) **Evidence Used to Determine Progress:** *GMS Campus Instructional Playbook 2022-23 (revised to align with STAAR 2.0 and integrated as a tool for planned daily formative assessment) **Person(s) Responsible:** Principal, Dean of Instruction and Assistant Principals **Non-Funded Resources Needed:** 2021-22 STAAR and TELPAS data, Frequency analysis of tested student expectations. **Addresses an Identified Challenge:** Yes **Start Date:** September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 1, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Campus leadership team along with department chairs will continue to meet to discuss and evaluate the teacher created exit tickets.

Step 2 Details	Reviews

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)
 	
    Evidence Used to Determine Progress: Documented plan for shared professional learning in PLC's Resources prepared for planned professional learning
 	
    Person(s) Responsible: Principal, Dean of Instruction, Assistant Principals and Department Chairs
 	
    Non-Funded Resources Needed: Playbook
 	
    Addresses an Identified Challenge: No
 	
    Start Date: September 26, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
 	
    Funding Sources: E3 Alliance - 6200-Professional and contracted services - $11,667
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: Beginning the second semester we will continue to meet with E3 Alliance to ensure that 100% of teachers are participating and held accountable for implementation of the Campus Instructional Playbook.

Step 3 Details	Reviews

Action Step 3: GMS Leaders will facilitate professional learning focused on the 2022-23 Campus Instructional Playbook during PLCs/Staff Meeting.
 	
    Evidence Used to Determine Progress: Resources provided for teachers as they participate in the professional learning
Attendance Sign-in Sheets/Action Plans completed by teachers during professional learning
 	
    Person(s) Responsible: Principal, Dean of Instruction, Assistant Principals and Department Chairs
 	
    Non-Funded Resources Needed: Professional Development schedule.
 	
    Addresses an Identified Challenge: No
 	
    Start Date: September 26, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: The campus will continue to focus on the Campus Instructional Playbook during PLCs/Staff Meeting.

Step 4 Details	Reviews

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.
 	
    Evidence Used to Determine Progress: Document with detailed plan of how GMS leaders will monitor, support and coach.
 	
    Leadership Calendars that reflect regular attendance/participation in PLC meetings where this work takes place.
 	
    Classroom Observation & Feedback forms / system documents with specific items related to the Campus Instructional Playbook.
    Person(s) Responsible: Principal, Dean of Instruction, Assistant Principals and Department Chairs
    Non-Funded Resources Needed: Classroom Observation & Feedback forms / system documents with specific items related to the Campus Instructional Playbook.
    Addresses an Identified Challenge: No
 	
    Start Date: November 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: Campus leadership team in collaboration with E3 Alliance has developed a plan to monitor, support and effectively implement the Campus Instructional Playbook. Additional time is needed to align the most critical standards and continue to provide observation feedback to teachers on identified areas that need extended support.

Step 5 Details	Reviews

Action Step 5: GMS CLT will conduct walkthroughs and update the tracker to determine the baseline data for Cycles 2 and 3.
    Evidence Used to Determine Progress: Walkthrough and tracker reports
    Person(s) Responsible: Principal, Dean of Instruction, Assistant Principals
    Non-Funded Resources Needed: Walkthrough and tracker documents
    Addresses an Identified Challenge: No
 	
    Start Date: September 26, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: Campus Leadership team will continue to conduct walkthroughs to monitor implementation.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: The ESF Diagnostic recommendation was to focus on 5.3 again this year. The findings: Campus instructional leaders review disaggregated data to track and monitor the progress of all students. Teachers use a corrective instruction action planning process in PLCs that includes a Student Success Plan, identification of high and low scoring standards, reviewing aligned test questions and responses, determining student misconceptions, and planning for reteach and spiraling. Missing from this process is teachers determining key conceptual and procedural gaps, naming specific student errors and misunderstandings, planning and practicing reteach lessons that address these specific misunderstandings, locking in dates for reteach, reassessment, and data review. In addition, there was limited evidence of visible tracking artifacts in each classroom to foster student ownership and goal setting.

Who will you partner with?: E3 Alliance RAISEup

How will you build capacity in this Essential Action? We will build capacity by analyzing data collected through district, state and campus assessments and evaluate each assessment to make sure that students are on track to achieve the growth necessary for them to learn new materials supported by district staff and E3 Alliance (site visits, CLT coaching and requested professional development).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will meet with all stakeholders at the beginning of the year to evaluate and analyze the test results data. All staff, students and parents will be encouraged to join us in our Commitment to Success., that will be shared at our Meet the Teacher Night, Back to School Correspondence and through out the school year.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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 EL students.

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.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needed 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 through campus visits and classroom walkthroughs.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Garcia MS campus instructional leaders have developed a PLC protocol with a detailed agenda template for weekly PLC meetings. Leaders have trained 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) created plans for instructional adjustments.

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?
The challenges we think we will encounter is ensuring that teachers are trained and become adept at using the Data Talk protocol effectively.	Action Step 4	Action Step 4 focuses on beginning stages of implementing the Data Talk protocol to coach teachers to use it more effectively.

Step 1 Details	Reviews

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.
 	
    Evidence Used to Determine Progress: Blank Agenda Template for GMS PLC Data Talk meetings (weekly)
 	
Screenshots of Admin calendars showing scheduled attendance/participation in weekly PLC meetings
    Person(s) Responsible: Principal, Dean of Instruction, Assistant Principals and Department Chairs
    Non-Funded Resources Needed: Draft PLC Agendas with the Data Talk protocols
    Addresses an Identified Challenge: No
 	
    Start Date: September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: GMS leaders will continue to collaborate with the E3 Alliance team to refine and help facilitate PLC meetings that include ongoing review of formative assessment data (Data Talks) and response for student learning and T1 improvement.

Step 2 Details	Reviews

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.
    Evidence Used to Determine Progress: Completed samples of Agenda (with facilitator notes)
    Person(s) Responsible: Principal, Dean of Instruction, Assistant Principals and Department Chairs
    Non-Funded Resources Needed: Completed samples of Agenda (with facilitator notes)
    Addresses an Identified Challenge: No
 	
    Start Date: September 26, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: GMS leaders will continue to refine the Data Talk protocol.

Step 3 Details	Reviews
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. **Evidence Used to Determine Progress:** *attendance records and resource documents from these data analysis meetings with teachers **Person(s) Responsible:** Principal, Dean of Instruction, Assistant Principals and Department Chairs **Non-Funded Resources Needed:** Training agenda, materials and evaluations **Addresses an Identified Challenge:** No **Start Date:** October 4, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** GMS leaders will continue to refine the Data Talk protocol with the support of E3 Alliance.

Step 4 Details	Reviews
Action Step 4: Pilot the Data Talk protocols during PLCs, collect feedback, and refine for implementation in Cycle 2. **Evidence Used to Determine Progress:** *leadership meeting notes to reflect on the protocol and plan for Benchmark application **Person(s) Responsible:** Principal, Dean of Instruction, Assistant Principals and Department Chairs **Non-Funded Resources Needed:** Data Talk protocol and PLC Agenda minutes **Addresses an Identified Challenge:** Yes **Start Date:** November 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Data Talk protocols will be refined for implementation in Cycle 2.

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: Partial 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: Based on the ESF Diagnostic and the Campus Self-Evaluation at the beginning of the year, the following findings were noted: Classroom teachers need to set up effective classroom routines with student centered instructional strategies. While training and ongoing support of research-based strategies are in place, lesson plans and classroom observations lacked evidence of teachers using protocols to ensure all students are doing the cognitive lift in the learning, and techniques that encourage "productive struggle".

Who will you partner with?: E3 Alliance RAISEup

How will you build capacity in this Essential Action? We will use district resources and grant provided services from our VIP, E3 Alliance (site visits, CLT coaching and requested professional development), to assist campus leadership and teachers to build capacity to improve the use of high quality instructional materials and develop stronger formative assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We are holding department meetings and campus staff development to evaluate instructional materials and analyze formative assessment data. Stakeholder input is used to revise and improve services. E3 Alliance will be working with campus administration and department chairs to develop a campus agreement to commitment to success. Students, families and Community will be informed at our Meet the Teacher Night, Back to School Correspondence and through out the school year.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: By the end of February 2023, the CLT will ensure at least 83% (15 of 18) 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.

District Actions: The DCSI and Principal's Supervisor will continue to 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. District programs staff and district specialists will provide support, materials, PD, and feedback on walkthrough observations to ensure the the effective classroom routines and instructional strategies target gaps determined by data analysis and follow district scope and sequence.

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?
Campus Leadership team may have a challenges determining which teachers need extended support and follow up coaching, after reviewing classroom observations.	Action Step 4	GMS leaders will collaborate with the E3 Alliance team to revise the plan for monitoring, supporting and coaching for effective implementation should assist in determining which need additional supports.

Step 1 Details	Reviews
Action Step 1: 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.	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Evidence Used to Determine Progress: Instructional Playbook
PLC agendas with notes

Person(s) Responsible: Principal
Dean

Non-Funded Resources Needed: E3 Alliance staff
Instructional Playbook
PLC time

Addresses an Identified Challenge: No

Start Date: December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023

Funding Sources: E3 Alliance staff - 6200-Professional and contracted services - $11,667

Step 2 Details	Reviews
Action Step 2: 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. **Evidence Used to Determine Progress:** Campus Instructional Playbook agenda, attendance, handouts **Person(s) Responsible:** Principal E3 Alliance staff **Non-Funded Resources Needed:** Campus Playbook PLC Time **Addresses an Identified Challenge:** No **Start Date:** December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: 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. **Evidence Used to Determine Progress:** Walkthrough data Tracker report **Person(s) Responsible:** Principal Assistant Principal Dean E3 Alliance Staff **Non-Funded Resources Needed:** Walkthrough Tracker **Addresses an Identified Challenge:** No **Start Date:** December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 23, 2023 **Funding Sources:** E3 Alliance contract staff - 6200-Professional and contracted services	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Reviews
Action Step 4: 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.	**Progress toward Action Steps:**
	Necessary Adjustments/Next Steps:
Evidence Used to Determine Progress: Revised plan Glow and Grow document	
Person(s) Responsible: Principal Assistant Principal Dean	
Non-Funded Resources Needed: Planning time Documents	
Addresses an Identified Challenge: Yes	
Start Date: December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023	

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: The ESF Diagnostic recommendation was to focus on 5.3 again this year. The findings: Campus instructional leaders review disaggregated data to track and monitor the progress of all students. Teachers use a corrective instruction action planning process in PLCs that includes a Student Success Plan, identification of high and low scoring standards, reviewing aligned test questions and responses, determining student misconceptions, and planning for reteach and spiraling. Missing from this process is teachers determining key conceptual and procedural gaps, naming specific student errors and misunderstandings, planning and practicing reteach lessons that address these specific misunderstandings, locking in dates for reteach, reassessment, and data review. In addition, there was limited evidence of visible tracking artifacts in each classroom to foster student ownership and goal setting.

Who will you partner with?: E3 Alliance RAISEup

How will you build capacity in this Essential Action? We will build capacity by analyzing data collected through district, state and campus assessments and evaluate each assessment to make sure that students are on track to achieve the growth necessary for them to learn new materials supported by district staff and E3 Alliance (site visits, CLT coaching and requested professional development).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will meet with all stakeholders at the beginning of the year to evaluate and analyze the test results data. All staff, students and parents will be encouraged to join us in our Commitment to Success., that will be shared at our Meet the Teacher Night, Back to School Correspondence and through out the school year.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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 EL students.

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.

District Actions: The DCSI and Principal's Supervisor will continue to collaborate with the CLT to ensure that needed supports and services are provided to reach the desired 90 day outcome including facilitating Curriculum, Instruction, and Assessment activities to ensure the campus receives data in a timely manner as well as services for analyzing the data.

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?
The challenge will be the coordination and scheduling of all the collaborators in order to effectively implement the PLC meetings to analyze the instructional plans that have been developed to address the students' misconceptions and instructional adjustments.	Action Step 3	By making this an action step, we assure that there is a commitment amongst all the collaborators.

Step 1 Details	Reviews
Action Step 1: 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. **Evidence Used to Determine Progress:** TANGO report analysis samples **Person(s) Responsible:** Principal Dean **Non-Funded Resources Needed:** TANGO data reports **Addresses an Identified Challenge:** No **Start Date:** December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: 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. **Evidence Used to Determine Progress:** agendas with notes Samples lesson plans **Person(s) Responsible:** Principal Dean **Non-Funded Resources Needed:** PLC schedule Assessment Data Lesson Plans **Addresses an Identified Challenge:** No **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 23, 2023 **Funding Sources:** Stipends - 6100-Payroll - $2,500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
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. **Evidence Used to Determine Progress:** PLC agendas and notes Samples of instructional plans that were adjusted **Person(s) Responsible:** Principal Dean **Non-Funded Resources Needed:** Curriculum staff time PLCs scheduled Lesson Plans **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** February 23, 2023 **Funding Sources:** Training fees for lead4ward - 6400-Other operating costs - $5,905	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Reviews
Action Step 4: 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 intervention time especially for Special Education and EB students. **Evidence Used to Determine Progress:** Samples of developed plans Intervention lesson plans **Person(s) Responsible:** Principal Dean **Non-Funded Resources Needed:** PLC meetings scheduled Assessment data Lesson plans for intervention instruction **Addresses an Identified Challenge:** No **Start Date:** December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 23, 2023 **Funding Sources:** Substitutes - 6100-Payroll - $1,500, Stipends - 6100-Payroll - $2,400	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

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: Partial 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: Based on the ESF Diagnostic and the Campus Self-Evaluation at the beginning of the year, the following findings were noted: Classroom teachers need to set up effective classroom routines with student centered instructional strategies. While training and ongoing support of research-based strategies are in place, lesson plans and classroom observations lacked evidence of teachers using protocols to ensure all students are doing the cognitive lift in the learning, and techniques that encourage "productive struggle".

Who will you partner with?: E3 Alliance RAISEup

How will you build capacity in this Essential Action? We will use district resources and grant provided services from our VIP, E3 Alliance (site visits, CLT coaching and requested professional development), to assist campus leadership and teachers to build capacity to improve the use of high quality instructional materials and develop stronger formative assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We are holding department meetings and campus staff development to evaluate instructional materials and analyze formative assessment data. Stakeholder input is used to revise and improve services. E3 Alliance will be working with campus administration and department chairs to develop a campus agreement to commitment to success. Students, families and Community will be informed at our Meet the Teacher Night, Back to School Correspondence and through out the school year.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: By the end of May 2023, 94% of RLA and Math teachers will create and implement lessons that promote critical-thinking skills, writing, and student discourse. This will be evidenced by campus instructional leadership walkthrough and feedback cycles for 94% of Math and ELA teachers on a biweekly basis as documented in a shared tracker.

District Actions:

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: Partial Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: The ESF Diagnostic recommendation was to focus on 5.3 again this year. The findings: Campus instructional leaders review disaggregated data to track and monitor the progress of all students. Teachers use a corrective instruction action planning process in PLCs that includes a Student Success Plan, identification of high and low scoring standards, reviewing aligned test questions and responses, determining student misconceptions, and planning for reteach and spiraling. Missing from this process is teachers determining key conceptual and procedural gaps, naming specific student errors and misunderstandings, planning and practicing reteach lessons that address these specific misunderstandings, locking in dates for reteach, reassessment, and data review. In addition, there was limited evidence of visible tracking artifacts in each classroom to foster student ownership and goal setting.

Who will you partner with?: E3 Alliance RAISEup

How will you build capacity in this Essential Action? We will build capacity by analyzing data collected through district, state and campus assessments and evaluate each assessment to make sure that students are on track to achieve the growth necessary for them to learn new materials supported by district staff and E3 Alliance (site visits, CLT coaching and requested professional development).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will meet with all stakeholders at the beginning of the year to evaluate and analyze the test results data. All staff, students and parents will be encouraged to join us in our Commitment to Success., that will be shared at our Meet the Teacher Night, Back to School Correspondence and through out the school year.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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 EL students.

Desired 90-day Outcome: By the end of May 2023, Garcia MS campus instructional leaders will implement the PLC meeting process using the Data Talk protocol to guide 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 90% of the PLC weekly agendas and recorded meeting minutes.

District Actions:

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**
2	2	2	Stipends		$2,500.00
2	2	4	Substitutes		$1,500.00
2	2	4	Stipends		$2,400.00
				Sub-Total	$6,400.00
				Budgeted Budget Object Code Amount	$6,930.00
				+/- Difference	$530.00
			6200-Professional and contracted services		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	E3 Alliance		$11,667.00
2	1	1	E3 Alliance staff		$11,667.00
2	1	3	E3 Alliance contract staff		$0.00
				Sub-Total	$23,334.00
				Budgeted Budget Object Code Amount	$48,500.00
				+/- Difference	$25,166.00
			6400-Other operating costs		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
2	2	3	Training fees for lead4ward		$5,905.00
				Sub-Total	$5,905.00
				Budgeted Budget Object Code Amount	$7,305.00
				+/- Difference	$1,400.00
			Indirect Costs		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$1,705.00
				+/- Difference	$1,705.00
				Grand Total Budgeted	$64,440.00

Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				Grand Total Spent	$35,639.00
				+/- Difference	$28,801.00

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 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Summative Goal	2023 Accountability Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	886	66	76	N/A	CBM	76	76	CBM	78		80	
			All	All	Reading	Meets	STAAR	886	33	46	N/A	CBM	46	40	CBM	48		55	
			All	All	Reading	Masters	STAAR	886	14	25	N/A	CBM	25	21	CBM	28		35	
			All	All	Mathematics	Approaches	STAAR	886	52	67	N/A	CBM	67	63	CBM	70		75	
			All	All	Mathematics	Meets	STAAR	886	17	35	N/A	CBM	35	15	CBM	38		45	
			All	All	Mathematics	Masters	STAAR	886	5	13	N/A	CBM	13	2	CBM	18		20	
			8th	All	Science	Approaches	STAAR	330	60	79	N/A	CBM	79	83	CBM	81		85	
			8th	All	Science	Meets	STAAR	330	34	42	N/A	CBM	42	57	CBM	45		50	
			8th	All	Science	Masters	STAAR	330	13	18	N/A	CBM	18	27	CBM	20		25	
			8th	All	Social Studies	Approaches	STAAR	330	40	55	N/A	CBM	55	88	CBM	65		75	
			8th	All	Social Studies	Meets	STAAR	330	13	23	N/A	CBM	23	71	CBM	30		45	
			8th	All	Social Studies	Masters	STAAR	330	6	11	N/A	CBM	11	56	CBM	15		25	
Closing the Gaps	Focus 1	Academic Achievement	All	ELL	Mathematics	N/A	Mathematics	N/A	12	16	99	CBM	30	10	District Created Benchmark	40		45	
	Focus 2	Academic Achievement	All	ELL	ELA	N/A	ELA	N/A	24	24	99	CBM	25	23	District Created Benchmark	30		35	

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	886	Did Not Meet	24	24	24	22		20	
					Approaches	76	76	76	78		80	
					Meets	46	46	40	48		55	
					Masters	25	25	21	28		35	
	Math	All	STAAR	886	Did Not Meet	33	33	42	30		25	
					Approaches	67	67	58	70		75	
					Meets	35	35	15	38		45	
					Masters	13	13	2	18		20	

Addendums

"Get Your Gator Mindset On"
Garcia Middle School

Agenda
Nov. 17, 2022
Garcia MS PLC Meeting with E3 Alliance-Evaluating Exit Tickets   Workshop # 258341

OUR VISION	OUR MISSION
Our students know they are members of a community of lifelong learners who believe in themselves, consistently support each other and work hard to pursue happy, healthy and successful lives both in school and beyond.	*The mission of Dr. Juliet V. Garcia Middle School is to achieve our vision for our students by cultivating a growth mindset and overall well-being, facilitating high quality learning experiences and empowering them to develop literacy independent thinking and leadership skills.*

This is how we begin…

Our Norms	*Active Engagement: We will all be present* *Solution-Focused: What can we do and control?* *Student Centered: What is best for our students?* *Shared Voice: Is everyone contributing to the conversation?* *We will be kind and respectful*

OUR VALUES	OUR COLLECTIVE COMMITMENTS
COLLABORATION	*We actively engage in conversation, seek to learn and share ideas with a learner mindset.*
RELATIONSHIPS	*We build relationships with students and each other through strategic communication and empathetic practices.*
ACCOUNTABILITY	*We take responsibility of our role in the work of a professional learning community and the culture of our school.*
STUDENT-CENTERED	*We will empower students with high quality instruction through effective research-based practices tailored to individual student needs.*
INTEGRITY	*We will establish and foster a positive environment that allows all stakeholders to take responsibility of their actions.*
Safety	*We will promote a consistent physical and social/emotional environment that is free from harm.*

OUR Celebrations	*Generations Tx* *Fall Festival Nov. 11, 2022- Success* *Thanksgiving Luncheon Nov. 17, 2022*

Today's Work Focus…

TIME	TOPIC	NOTES

7:45 am – 4:00 PM	Grows and Glows Exit Ticket evaluations by testing areas during department planning periods. Follow up with L. Maynard E3 Alliance. Room 129 Notes: Teachers got together during their common planning period to analyze and critique their exit tickets. Ms. Letty Maynard from E3 Alliance had met with teachers previously to go over the template and the action plan of how they were going to evaluate their exit tickets. During this session teachers provided suggestions to improve the exit ticket and also provided positive feedback on what they saw beneficial and useful.	