

**Brownsville Independent School District**  
**Lucio Middle School - TIP**  
**2022-2023 Targeted Improvement Plan**



**Campus Number:** 031901051

**Board Approval Date:** December 13, 2022

**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Rene Gutierrez  
Roni Louise Rentfro

**Principal:** Chester Arizmendi  
**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:** Chester Arizmendi

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# Data Analysis

## Student Achievement

### What accountability goal has your campus set for this year?

Domain 1 goal is to achieve a component Score of 48. We will do this by achieving the following results on our STAAR exam overall:

Approaches: 76

Meets: 45

Masters:24

The goals set for the 2022-2023 are based on the expectations for progress from previous year for all tested subjects.

## School Progress

### What accountability goal has your campus set for this year?

Our campus will focus on Domain II Part B-Relative Growth.

Our goal is to achieve our component Score 48 with an expected Eco Dis: 96.1%

This area was chosen as a focus due to the post pandemic and the on-going effort to track each student and ensure growth in their learning and will provide opportunity to not just focus on our Special populations but to show growth for all students.

## Closing the Gaps

### What accountability goal has your campus set for this year?

Domain 3: Closing the Gaps:

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	5	14	36%	30%	10.8
Growth Status	13	14	93%	50%	46.5
ELP Status	1	1	100%	10%	10.0
Student Success Status	2	7	29%	10%	2.9
Closing the Gaps Score					70

The goals set for the 2021-2022 are based on the recommendation from the Effective Schools Framework workshop, the COVID challenges that have affected our campus learning community since March 2020, and the progress measures that have been demonstrated at our campus. Therefore, the accountability goal was designed to demonstrate how the campus will close the gaps caused by the pandemic and by ensuring growth for all students with specific attention to the special populations of SPED and LEP students and is set within a reasonable standard. By ensuring that each student has an individual academic plan that focuses on growth, and that it is carefully monitored for implementation and success by all stakeholders it will ensure the pathway to closing the gaps and resulting in a much higher accountability rating.

## 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?**

Work on EBs and SPED in Reading and Math will be the target areas for these populations that will be the primary focus without losing the integrity of all other indicators within the accountability ratings. As a result, these areas will increase student achievement collectively throughout the accountability ratings.

Need to get growth on Math SPED

Achievement or Growth SPED must reach target from 17 to 19

EB ELA needs to improve to 29 target

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

The SPED and EB populations will be targeted through measurable goals that will result in meeting no lower than the minimum percentage per population.

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Planning for 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: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.**

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

**Implementation Level: Planning for Implementation**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Planning for 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?:** The only content area student performance goals that were met were for 8th grade Social Studies. We believe this is because of the focus on continuity and spiraling for this at 6-8th grade. The campus did not meet any of the other content goals. They were quite ambitious and students tested for the first time using the new online testing question types and teachers and students still struggled with these questions on this test. Also, teachers may have spent too much time on reviewing material and question types and have gotten behind on the scope and sequence so some content had not been taught at the time of this check point assessment.

### 1. **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:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

**Rationale:** During the ESF Diagnostic Site Visit, it was noted that while materials are available, not all teachers were using these materials, especially to meet the needs of special population students. It was also noted that there is a need to improve the planning and usage of daily formative assessments and for campus leadership to provide lesson plan feedback. Based on these findings as well as the campus leadership's own findings, the campus will be using this EA as one of its focused priority areas.

**Who will you partner with?:** E3 Alliance ExcELL

**How will you build capacity in this Essential Action?** Capacity will be facilitated by providing Professional Development for backwards design, formative assessment, and creation of exit tickets that measure what students are able to do by the end of the class period. Teachers will be able to successfully utilize and implement the training into their instruction and daily practices. E3 Alliance will assist in the reinforcement and refinement of this area. During teacher/administration student progress monitoring conferences, students will be informed of the importance and reasons for doing formative assessments and highlight accomplishments.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CLT will communicate these priorities in Faculty meetings, Common Planning Meetings, student assembly, and scheduled Family Engagement meetings. Data from District benchmarks and the 2022 STAAR data with the use of walkthrough data will also be utilized to present and reveal the need via campus leadership team.

**Desired Annual Outcome:** By the end of May 2023, our campus leadership team will have built capacity in providing support to teachers around the creation and use of daily exit tickets that demonstrate that the student has mastered the content covered that class period. This will be evidenced by weekly lesson plan checks and feedback once monthly for STAAR tested teachers via Forethought and/or walkthroughs with at least 90% proficiency of lesson plan look fors. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principal, APs, Dean) will provide coaching and support to master them.

**District Commitment Theory of Action:** If the DCSI coordinates supports by the VIP and district staff to provide curriculum guidance and practices that support effective instruction for teachers, then campus leadership will have the supports to provide coaching and resources for teachers to ensure quality lesson planning including daily formative monitoring aligned to the content scope and sequence that will improve student achievement.

**Desired 90-day Outcome:** By the end of November 2022, 100% of STAAR tested teachers will have participated in professional learning and one feedback and coaching session focused on daily formative assessments aligned to critical standards. Campus leaders will conduct weekly lesson plan checks and feedback once monthly for STAAR tested teachers via Forethought and/or walkthroughs with at least 50% proficiency of the lesson plan look for's.

**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 through campus visits and classroom walkthroughs.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** All teachers participated in the professional learning and received at least one feedback and coaching session focused on daily formative assessments. At least half of the teachers did show proficiency in the lesson plan look fors.

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?
We have not had a protocol in place for expectations of instructional delivery to ensure all teachers are doing the same thing	Action Step 1	A Playbook will be generated to assist with this challenge

Step 1 Details	Reviews
<p><b>Action Step 1:</b> LMS leaders collaborate with the E3 Alliance team to develop a specific structured process for studying content standards, identifying &amp; prioritizing the most critical standards and planning for daily formative assessments aligned to those critical standards. (Including how the work of the process is evidenced. For example, daily lesson plans that include the critical standards, planned daily formative assessments and how the results will be used to respond for students and improve Tier 1 instruction)</p> <p><b>Evidence Used to Determine Progress:</b> 1) Detailed, document explaining the work involved and the steps in this process</p> <p>2) LMS Campus Instructional Playbook 2022-23 (revised to align with STAAR 2.0 and integrated as a tool for planned daily formative assessment)</p> <p><b>Person(s) Responsible:</b> Dean of Instruction</p> <p><b>Non-Funded Resources Needed:</b> E3 Alliance, Forethought Lesson Plans, Campus Playbook</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 27, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 1, 2022</p> <p><b>Funding Sources:</b> E3 Alliance contracted services - 6200-Professional and contracted services - \$16,167</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> During the campus visitations and zoom sessions.</p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> LMS leaders will meet and collaborate with the E3 Alliance team to develop a plan for content and logistics of shared, professional learning focused on the new process and begin facilitating these through PLC meetings (ensure 100% of teachers participate to ensure 100% of teachers can be supported and held accountable for implementation)</p> <p><b>Evidence Used to Determine Progress:</b> 1) Documented plan for shared professional learning in PLC's</p> <p>2) Resources prepared for planned professional learning</p> <p><b>Person(s) Responsible:</b> Lucio Administration</p> <p><b>Non-Funded Resources Needed:</b> E3 Alliance</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 5, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 1, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> All teachers have been participating.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> LMS Leaders will facilitate professional learning focused on the new process through scheduled PLC's meetings.</p> <p><b>Evidence Used to Determine Progress:</b> 1) Resources provided for teachers as they participate in the professional learning</p> <p>2) Attendance Sign-in Sheets/Action Plans completed by teachers during professional learning</p> <p><b>Person(s) Responsible:</b> Dean of Instruction</p> <p><b>Non-Funded Resources Needed:</b> E3 Alliance</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> November 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> All teachers have been participating.</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> LMS leaders collaborate with the E3 Alliance team to develop a plan for monitoring, supporting and coaching for effective implementation of daily-formative assessments aligned with the most critical standards, including review of lesson plans and look fors, feedback on lesson plans, adjusted system of classroom observation and feedback and follow up coaching for teachers identified for extended support.</p> <p><b>Evidence Used to Determine Progress:</b> 1) Document with detailed plan of how LMS leaders will monitor, support and coach.</p> <p>2) Leadership calendars with scheduled times for review/feedback on Lesson Plans.</p> <p>3) Leadership Calendars that reflect regular attendance/participation in PLC meetings where this work takes place.</p> <p>4) Classroom Observation &amp; Feedback forms / system documents with specific items related to the new process</p> <p><b>Person(s) Responsible:</b> Lucio Administration</p> <p><b>Non-Funded Resources Needed:</b> E3 Alliance Forethought Lesson Plans TEKS STRIVE T-TESS Rubric</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> During the campus visitations and zoom sessions.</p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for 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, district, and campus self-evaluations indicate the need for on-going efforts in studying, reflecting, and tracking student data. In addition, more stakeholders need to take ownership of their students' progress. The diagnostic study also noted that not all teachers were successful in determining key conceptual and procedural gaps or identifying specific student misunderstandings and/or creating successful reteach lessons.

**Who will you partner with?:** E3 Alliance ExcELL

**How will you build capacity in this Essential Action?** The CLT will build capacity by the consistent follow-through on monitoring and feedback to teachers on lesson plans, reteaching plans, and instruction. Additional professional development on monitoring usage of data to determine needed interventions and supports will be provided as needed. E3 Alliance will continue coaching campus leadership on implementing the campus Instructional Playbook routines, protocols and strategies for use by teachers to provide stronger Tier 1 instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CLT will communicate these priorities in Faculty meetings, Common Planning Meetings, and scheduled Family Engagement meetings. Data from past track records versus the commitment to progress as well as the 2022 STAAR results will be used to reinforce progress. Students will continue to use their own trackers to monitor progress on formative assessments and teachers will meet with students to reflect on progress.

**Desired Annual Outcome:** By the end of May 2023, our campus leadership team will have built capacity in providing support to teachers in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. This will be evidenced by 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts every six week period for STAAR tested teachers. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principal, APs, Dean) will provide weekly coaching and on-going support to ensure successful monitoring of students as evidenced in Strive.

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

**Desired 90-day Outcome:** By the end of November 2022, campus leaders will provide training and support for STAAR tested teachers to build capacity in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. Teachers will receive professional development on how to effectively use: 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts to impact student achievement.

**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 Assessment staff activities and helping to monitor implementation of action steps for the Cycle through campus visits and coaching of campus leadership in successfully conducting the action steps.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** All STAAR tested teachers received professional development on how to effectively use: 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts to impact student achievement during October and November 2022 which is documented on the Teacher Reflection Guide.

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?
A challenge is that teachers need to pull data from multiple sources and systems and do not have one centralized location.	Action Step 1	Development of a structured process for generating reports

Step 1 Details	Reviews
<p><b>Action Step 1:</b> LMS leaders develop a specific, structured process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans (in response to CPA's and Benchmarks).</p> <p><b>Evidence Used to Determine Progress:</b> *Detailed document evidencing the process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans.</p> <p><b>Person(s) Responsible:</b> Dean of Instruction</p> <p><b>Non-Funded Resources Needed:</b> Student Data from CPAs, Benchmarks, Six-Week Exams Tango MS Excel</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 27, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 1, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> TANGO checkpoint reports</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> LMS leaders collaborate with the E3 Alliance team to refine the documented process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans. Once process documents have been refined, a professional learning plan will be developed.</p> <p><b>Evidence Used to Determine Progress:</b> Updated/revised process document</p> <p><b>Person(s) Responsible:</b> Lucio Administration</p> <p><b>Non-Funded Resources Needed:</b> E3 Alliance</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 5, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Most focus on the Teacher Reflection Guide used to revise intervention plans.</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> LMS leaders use the 2nd CPA opportunity to support beginning, guided implementation of the process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans. Once process documents have been refined, a professional learning plan will be developed. Lessons learned will be used to plan/prepare for implementing process with Fall Benchmark data.</p> <p><b>Evidence Used to Determine Progress:</b> 1) Attendance records and resource documents from these data analysis meetings with teachers</p> <p>2) Leadership meeting notes to reflect on process and plan for Benchmark application</p> <p><b>Person(s) Responsible:</b> Lucio Administration</p> <p><b>Non-Funded Resources Needed:</b> E3 Alliance CPA Data TANGO MS Excel</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> November 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Most focus on the Teacher Reflection Guide used to revise intervention plans.</p>



## Cycle 2 - (Dec – Feb)

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

### 1. **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:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

**Rationale:** During the ESF Diagnostic Site Visit, it was noted that while materials are available, not all teachers were using these materials, especially to meet the needs of special population students. It was also noted that there is a need to improve the planning and usage of daily formative assessments and for campus leadership to provide lesson plan feedback. Based on these findings as well as the campus leadership's own findings, the campus will be using this EA as one of its focused priority areas.

**Who will you partner with?:** E3 Alliance ExcELL

**How will you build capacity in this Essential Action?** Capacity will be facilitated by providing Professional Development for backwards design, formative assessment, and creation of exit tickets that measure what students are able to do by the end of the class period. Teachers will be able to successfully utilize and implement the training into their instruction and daily practices. E3 Alliance will assist in the reinforcement and refinement of this area. During teacher/administration student progress monitoring conferences, students will be informed of the importance and reasons for doing formative assessments and highlight accomplishments.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CLT will communicate these priorities in Faculty meetings, Common Planning Meetings, student assembly, and scheduled Family Engagement meetings. Data from District benchmarks and the 2022 STAAR data with the use of walkthrough data will also be utilized to present and reveal the need via campus leadership team.

**Desired Annual Outcome:** By the end of May 2023, our campus leadership team will have built capacity in providing support to teachers around the creation and use of daily exit tickets that demonstrate that the student has mastered the content covered that class period. This will be evidenced by weekly lesson plan checks and feedback once monthly for STAAR tested teachers via Forethought and/or walkthroughs with at least 90% proficiency of lesson plan look fors. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principal, APs, Dean) will provide coaching and support to master them.

**District Commitment Theory of Action:** If the DCSI coordinates supports by the VIP and district staff to provide curriculum guidance and practices that support effective instruction for teachers, then campus leadership will have the supports to provide coaching and resources for teachers to ensure quality lesson planning including daily formative monitoring aligned to the content scope and sequence that will improve student achievement.

**Desired 90-day Outcome:** Essential Action 4.1: By the end of February 2023, 90% of STAAR tested teachers will have participated at least 3 feedback and coaching session focused on daily formative assessments aligned to critical standards. This will be evidenced by campus leaders conducting weekly lesson plan checks and providing feedback once monthly for STAAR tested teachers via Forethought and/or walkthroughs with at least 70% proficiency of the lesson plan look for's.

**District Actions:** The DCSI and Principal's Supervisor will support the CLT through coaching on providing feedback and supports for teachers as well as conducting walkthroughs and coordinating services with E3 Alliance, the campus VIP.

**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?
Coaching sessions for data review and on assessments may be a challenge due to time constraints and increase of percentages	Action Step 4	The assistance of E3 Alliance and providing coaching and monitoring feedback sessions with teachers will assist in this effort.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> LMS leaders collaborate with the E3 Alliance team to implement a Lucio MS Playbook that includes the specific structured process for plays that reinforce the content standards and prioritize the most critical standards through the implementation of set instructional plays including formative assessments. The LMS leaders will provide feedback on daily lesson plans including: Think, Ink, Pair, Share, and/or Anchor Charts, and/or QSSSA and/or Randomization.</p> <p><b>Evidence Used to Determine Progress:</b> Samples of lesson plan feedback</p> <p><b>Person(s) Responsible:</b> Principal Assistant Principals</p> <p><b>Non-Funded Resources Needed:</b> LMS Playbook Lesson Plans and feedback option</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> LMS leaders will meet and collaborate with the E3 Alliance team to implement the plan for content and logistics of shared professional learning focused on the new process and begin coaching these through PLC meetings.</p> <p><b>Evidence Used to Determine Progress:</b> PLC and Coaching meeting agendas and notes</p> <p><b>Person(s) Responsible:</b> Principal Assistant Principals E3 Alliance staff</p> <p><b>Non-Funded Resources Needed:</b> E3 Alliance resources Coaching and PLCs session time</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p> <p><b>Funding Sources:</b> E3 Alliance contracted services - 6200-Professional and contracted services - \$11,667</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> LMS Leaders will continue coaching during PLC meetings focused on daily formative assessments aligned to critical standards.</p> <p><b>Evidence Used to Determine Progress:</b> PLC and Coaching meeting agendas and notes</p> <p><b>Person(s) Responsible:</b> Principal Assistant Principals</p> <p><b>Non-Funded Resources Needed:</b> Coaching and PLCs session time</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> LMS leaders collaborate with the E3 Alliance team to implement the plan for monitoring, supporting and coaching for effective implementation of daily-formative assessments aligned with the most critical standards, including review of lesson plans and look fors, feedback on lesson plans, adjusted system of classroom observation and feedback and follow up coaching for teachers identified for extended support.</p> <p><b>Evidence Used to Determine Progress:</b> Samples lesson plans Samples of Classroom observations and feedback</p> <p><b>Person(s) Responsible:</b> Principal Assistant Principals E3 Alliance staff</p> <p><b>Non-Funded Resources Needed:</b> Coaching and PLCs session time</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for 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, district, and campus self-evaluations indicate the need for on-going efforts in studying, reflecting, and tracking student data. In addition, more stakeholders need to take ownership of their students' progress. The diagnostic study also noted that not all teachers were successful in determining key conceptual and procedural gaps or identifying specific student misunderstandings and/or creating successful reteach lessons.

**Who will you partner with?:** E3 Alliance ExcELL

**How will you build capacity in this Essential Action?** The CLT will build capacity by the consistent follow-through on monitoring and feedback to teachers on lesson plans, reteaching plans, and instruction. Additional professional development on monitoring usage of data to determine needed interventions and supports will be provided as needed. E3 Alliance will continue coaching campus leadership on implementing the campus Instructional Playbook routines, protocols and strategies for use by teachers to provide stronger Tier 1 instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CLT will communicate these priorities in Faculty meetings, Common Planning Meetings, and scheduled Family Engagement meetings. Data from past track records versus the commitment to progress as well as the 2022 STAAR results will be used to reinforce progress. Students will continue to use their own trackers to monitor progress on formative assessments and teachers will meet with students to reflect on progress.

**Desired Annual Outcome:** By the end of May 2023, our campus leadership team will have built capacity in providing support to teachers in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. This will be evidenced by 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts every six week period for STAAR tested teachers. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principal, APs, Dean) will provide weekly coaching and on-going support to ensure successful monitoring of students as evidenced in Strive.

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

**Desired 90-day Outcome:** By the end of February 2023, campus leaders will provide needed support for STAAR testing teachers to build capacity in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. This will be evidenced by at least 70% of the STAAR testing teachers will effectively use: 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts to impact student achievement each six weeks period.

**District Actions:** The DCSI and Principal's supervisor will ensure the campus receives district formative assessment data in a timely manner and format to support the 90-day goals for data analysis and planning.

**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?
Retrieving and generating data is often a challenge due to the variety of requests and breakdown of data	Action Step 3	The use of software such as TANGO and the ongoing training on how to breakdown data will assist with this specific challenge.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> LMS leaders implement a specific, structured process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans (in response to CPA's and Benchmarks) through the use of TANGO and Teacher Action Plans.</p> <p><b>Evidence Used to Determine Progress:</b> TANGO report analysis Sample Teacher Action Plans</p> <p><b>Person(s) Responsible:</b> Principal Assistant Principals</p> <p><b>Non-Funded Resources Needed:</b> TANGO reports Teacher Action Plan forms</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> LMS leaders collaborate with the E3 Alliance team to implement the documented process for generating reports of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans.</p> <p><b>Evidence Used to Determine Progress:</b> revised corrective action plans</p> <p><b>Person(s) Responsible:</b> Principal Assistant Principal E3 Alliance staff</p> <p><b>Non-Funded Resources Needed:</b> TANGO software formated data monitoring charts corective action plan forms</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> LMS teachers will use the 2nd &amp; 3rd CPA opportunity to support implementation of the process for generating reports via TANGO of student performance data, analyzing the data, developing six week data-monitoring charts and corrective action plans.</p> <p><b>Evidence Used to Determine Progress:</b> revised corrective action plans Sample monitoring charts</p> <p><b>Person(s) Responsible:</b> Principal Assistant Principal</p> <p><b>Non-Funded Resources Needed:</b> TANGO software formatted data monitoring charts corective action plan forms</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p> <p><b>Funding Sources:</b> Substitutes - 6100-Payroll - \$1,800</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> LMS Leaders will support teachers using lessons learned to plan/prepare effective reteach lessons to address misconceptions for implementing process with Fall Benchmark data to impact student achievement each six weeks period.</p> <p><b>Evidence Used to Determine Progress:</b> PLC or coaching meeting agendas with notes samples reteach lessons</p> <p><b>Person(s) Responsible:</b> Principal Assistant principals</p> <p><b>Non-Funded Resources Needed:</b> Fall Benchmark data Lesson plans</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>

### Cycle 3 - (Mar – May)

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

#### 1. **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:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

**Rationale:** During the ESF Diagnostic Site Visit, it was noted that while materials are available, not all teachers were using these materials, especially to meet the needs of special population students. It was also noted that there is a need to improve the planning and usage of daily formative assessments and for campus leadership to provide lesson plan feedback. Based on these findings as well as the campus leadership's own findings, the campus will be using this EA as one of its focused priority areas.

**Who will you partner with?:** E3 Alliance ExcELL

**How will you build capacity in this Essential Action?** Capacity will be facilitated by providing Professional Development for backwards design, formative assessment, and creation of exit tickets that measure what students are able to do by the end of the class period. Teachers will be able to successfully utilize and implement the training into their instruction and daily practices. E3 Alliance will assist in the reinforcement and refinement of this area. During teacher/administration student progress monitoring conferences, students will be informed of the importance and reasons for doing formative assessments and highlight accomplishments.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CLT will communicate these priorities in Faculty meetings, Common Planning Meetings, student assembly, and scheduled Family Engagement meetings. Data from District benchmarks and the 2022 STAAR data with the use of walkthrough data will also be utilized to present and reveal the need via campus leadership team.

**Desired Annual Outcome:** By the end of May 2023, our campus leadership team will have built capacity in providing support to teachers around the creation and use of daily exit tickets that demonstrate that the student has mastered the content covered that class period. This will be evidenced by weekly lesson plan checks and feedback once monthly for STAAR tested teachers via Forethought and/or walkthroughs with at least 90% proficiency of lesson plan look fors. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principal, APs, Dean) will provide coaching and support to master them.

**District Commitment Theory of Action:** If the DCSI coordinates supports by the VIP and district staff to provide curriculum guidance and practices that support effective instruction for teachers, then campus leadership will have the supports to provide coaching and resources for teachers to ensure quality lesson planning including daily formative monitoring aligned to the content scope and sequence that will improve student achievement.

**Desired 90-day Outcome:** By the end of May 2023, 90% of STAAR tested teachers will have participated at least 3 feedback and coaching session focused on daily formative assessments aligned to critical standards. This will be evidenced by campus leaders conducting weekly lesson plan checks and providing feedback once monthly for STAAR tested teachers via Forethought and/or walkthroughs with at least 90% proficiency of the lesson plan look for's.

**District Actions:** The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that the VIP and district program staff will provide coaching and resources for the CLT to better conduct lesson plan checks and feedback and also conduct walkthroughs to help monitor implementation.

**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:** 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, district, and campus self-evaluations indicate the need for on-going efforts in studying, reflecting, and tracking student data. In addition, more stakeholders need to take ownership of their students' progress. The diagnostic study also noted that not all teachers were successful in determining key conceptual and procedural gaps or identifying specific student misunderstandings and/or creating successful reteach lessons.

**Who will you partner with?:** E3 Alliance ExcELL

**How will you build capacity in this Essential Action?** The CLT will build capacity by the consistent follow-through on monitoring and feedback to teachers on lesson plans, reteaching plans, and instruction. Additional professional development on monitoring usage of data to determine needed interventions and supports will be provided as needed. E3 Alliance will continue coaching campus leadership on implementing the campus Instructional Playbook routines, protocols and strategies for use by teachers to provide stronger Tier 1 instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CLT will communicate these priorities in Faculty meetings, Common Planning Meetings, and scheduled Family Engagement meetings. Data from past track records versus the commitment to progress as well as the 2022 STAAR results will be used to reinforce progress. Students will continue to use their own trackers to monitor progress on formative assessments and teachers will meet with students to reflect on progress.

**Desired Annual Outcome:** By the end of May 2023, our campus leadership team will have built capacity in providing support to teachers in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. This will be evidenced by 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts every six week period for STAAR tested teachers. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principal, APs, Dean) will provide weekly coaching and on-going support to ensure successful monitoring of students as evidenced in Strive.

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

**Desired 90-day Outcome:** By the end of May 2023, campus leaders will provide needed support for STAAR tested teachers to build capacity in designing effective reteach lessons to address misconceptions and creating corrective instruction action plans to close the achievement gap. This will be evidenced by at least 90% of the STAAR testing teachers will effectively use: 1) Teacher Data Review Session Reflection Questionnaires 2) Teacher Action Plan and Instructional Check-In and Feedback Session and 3) data monitoring charts to impact student achievement each six weeks period.

**District Actions:** The DCSI and the Principal's Supervisor will provide the CLT with needed support and resources to help the CLT ensure teachers improve their capacity to design effective lesson plans to address misconceptions and creating corrective instruction action plans to close the achievement gap. They will ensure the campus has timely access to all appropriate assessment data .

**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	3	Substitutes		\$1,800.00
<b>Sub-Total</b>					\$1,800.00
<b>Budgeted Budget Object Code Amount</b>					\$8,081.00
<b>+/- Difference</b>					\$6,281.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	E3 Alliance contracted services		\$16,167.00
2	1	2	E3 Alliance contracted services		\$11,667.00
<b>Sub-Total</b>					\$27,834.00
<b>Budgeted Budget Object Code Amount</b>					\$48,500.00
<b>+/- Difference</b>					\$20,666.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$1,400.00
<b>+/- Difference</b>					\$1,400.00
<b>Grand Total Budgeted</b>					\$57,981.00
<b>Grand Total Spent</b>					\$29,634.00
<b>+/- Difference</b>					\$28,347.00

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									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	699	59	73	N/A	CBM	74	63	District Created Benchmark	75		78	
			All	All	Reading	Meets	STAAR	699	29	48	N/A	CBM	49	26	District Created Benchmark	50		50	
			All	All	Reading	Masters	STAAR	699	10	26	N/A	CBM	27	12	District Created Benchmark	28		28	
			All	All	Mathematics	Approaches	STAAR	699	43	68	N/A	CBM	69	59	District Created Benchmark	70		75	
			All	All	Mathematics	Meets	STAAR	699	13	38	N/A	CBM	39	16	District Created Benchmark	40		40	
			All	All	Mathematics	Masters	STAAR	699	4	16	N/A	CBM	17	3	District Created Benchmark	18		18	
			8th	All	Science	Approaches	STAAR	265	52	76	N/A	CBM	77	76	District Created Benchmark	78		80	
			8th	All	Science	Meets	STAAR	265	20	43	N/A	CBM	42	43	District Created Benchmark	43		43	
			8th	All	Science	Masters	STAAR	265	7	16	N/A	CBM	17	16	District Created Benchmark	18		18	
			8th	All	Social Studies	Approaches	STAAR	265	26	63	N/A	CBM	64	81	District Created Benchmark	65		67	
			8th	All	Social Studies	Meets	STAAR	265	7	24	N/A	CBM	25	55	District Created Benchmark	26		26	
			8th	All	Social Studies	Masters	STAAR	265	4	13	N/A	CBM	14	29	District Created Benchmark	15		15	
Closing the Gaps	Focus 1	Academic Achievement	All	ELL	Mathematics	N/A	Mathematics	N/A	8	28	100	CBM	30	11	District Created Benchmark	36		40	
	Focus 2	Academic Achievement	All	Special Ed	Mathematics	N/A	Mathematics	N/A	9	14	100	CBM	17	1	District Created Benchmark	20		23	

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	684	Did Not Meet	27	25	37	23		22	
					Approaches	73	74	63	75		78	
					Meets	48	49	26	50		50	
					Masters	26	27	12	28		28	
	Math	All	STAAR	688	Did Not Meet	32	30	41	28		27	
					Approaches	68	69	59	70		75	
					Meets	38	39	16	40		40	
					Masters	16	17	3	18		18	

# Addendums



## Lucio Middle School Teacher Reflection Guide 2022-2023

Teacher: R. Parker Subject: Math Grade Level: 8 CPA: 1

Using your student data from Tango-- for the most recent checkpoint assessment, please thoroughly answer the following questions:

TEA 2021-22  
Standard

1) How did your students perform in the most recent CPA?

DID NOT MEET # & %	APPROACHES # & %	MEETS # & %	MASTERS # & %
41 32.8%	35 28.0%	32 25.6%	17 13.6%

2) Using the Raw Data to compare, how many students in each category are showing regression?

# of REGRESSIONS to DNM	# of REGRESSIONS to APPROACHES	# of REGRESSIONS to MEETS	Total #s of REGRESSORS
29	4	1	34

3) What is my current grade in Domain I and II?

DOMAIN I	Domain II Part A	Domain II Part B
C	C	B

4) How many students from my TARGET ROSTER are ON TARGET?

SPED (X out of X)	EB (X out of X)

5) What is my goal for the next CPA?

DID NOT MEET # & %	APPROACHES # & %	MEETS # & %	MASTERS # & %
20%	19%	36%	25%

6) Describe what you will be doing differently to help increase student achievement and close gaps? Please be specific and with details.

To increase student achievement, I will continue to use low performing TEKS as warm up until mastery is present. During tutorials will also allow me to recover lessons students are still struggling with. With regards to new lessons, I will slow down the instructions and give students more time to practice in the classroom.



Senator Eddie A. Lucio Jr. Middle School



Chester J. Arizmendi, Principal

Individual Academic Plan  
2022-2023

Student Name: \_\_\_\_\_ Subject: Math Grade: \_\_\_\_\_ Period: 6 Mentor: Salinas

I am here Meets but need to be there Masters

What will I commit to do, so I can reach my goal? I WILL (circle all that apply)

ATTEND EVERY ENRICHMENT OPPORTUNITY;

COMPLETE MY HOMEWORK ON TIME;

ASK MY TEACHER FOR HELP;

STUDY EVERY NIGHT;

ATTEND SATURDAY ACADEMY;

COME TO SCHOOL EVERY DAY;

COMPLETE MY CLASSWORK ON TIME;

USE IMAGINE MATH/SOFTWARE;

BEHAVE IN CLASS

BE ON TIME TO CLASS;

STAAR 2022	CHECKPOINT 1	CHECKPOINT 2	CHECKPOINT 3	DISTRICT BENCHMARK	CHECKPOINT 4	CHECKPOINT 5	DISTRICT BENCHMARK	STAAR 2023
<u>72</u>	<u>39</u>	<u>61</u>						

Student Signature

Parent Signature: \_\_\_\_\_

RED- DID NOT MEET

GREEN- APPROACHES

BLUE- MEETS

PURPLE- MASTERS



## Lucio Middle School Teacher Reflection Guide 2022-2023

Teacher: N. Cuevas Subject: ELAR Grade Level: 8 CPA: 2

Using your student data from Tango-- for the most recent checkpoint assessment, please thoroughly answer the following questions:

1) How did your students perform in the most recent CPA?

DID NOT MEET # & %	APPROACHES # & %	MEETS # & %	MASTERS # & %
(36) 46.2%	(23) 29.5%	(9) 11.5%	(10) 12.8%

2) Using the Raw Data to compare, how many students in each category are showing regression?

# of REGRESSIONS to DNM	# of REGRESSIONS to APPROACHES	# of REGRESSIONS to MEETS	Total #s of REGRESSORS
(8)	(3)	(10)	0

3) What is my current grade in Domain I and II?

DOMAIN I	Domain II Part A	Domain II Part B
F	F	F

4) How many students from my TARGET ROSTER are ON TARGET?

SPED (X out of X)	EB (X out of X)
0 out of 4	4 out of 18

5) What is my goal for the next CPA?

DID NOT MEET # & %	APPROACHES # & %	MEETS # & %	MASTERS # & %
25%	45%	20%	15%

6) Describe what you will be doing differently to help increase student achievement and close gaps?  
Please be specific and with details.

Common Lit (Part A/B Questions)  
I-Ready - various testing question  
Scholastic - Tex evidence Qs  
No Red Ink - writing strategies



Lucio Middle School  
 PLC Workshop #255126  
 October 13, 2022

**WE WILL review & discuss the teacher reflection guide and the next steps for monitoring student data. WE WILL also review the Lucio MS PLAYBOOK & Expectations for Walkthroughs**

**I WILL review and make any necessary adjustments to my reflection guide and submit to Dean/Principal Arizmendi. I will also leave today's PLC meeting by completing the next steps for full implementation of the Lucio MS Playbook (windows of opportunity).**

- ✓ I. PLC Norms
- ✓ II. Announcements
- ✓ III. Teacher Reflection Guide (Shared Discussions)
- ✓ IV. Tutorial & Enrichment Schedule
- V. Software Platforms (Shared Discussions)
- VI. Lucio MS Playbook (Shared Discussions)

IXL \*Quill  
 Progress Learning NRI

mandatory  
 • iReady  
 • Summit K12  
 Preassessment -  
 until 31st

Photo of the day  
 that Nora sent -  
 combine w/ Flipgrid  
 as a bellringer





## PLC EXIT TICKET

C. Tovar

Thinking about your most recent or upcoming lesson(s), how do you plan to implement at least two of the following:

### Randomization:

I always cold call throughout direct instruction and try to reach each student at least once

### THINK, INK, PAIR, SHARE:

Students used T/I/P/S last week to brainstorm ideas for their essay about the novel that we are reading.

### Text Analysis Anchor Chart:

We will be discussing argumentative text heavily - I can use a text analysis anchor chart to assist students in identifying the claim and supporting evidence and visualizing the relationship between them

QSSA

# Lucio MS PLC Turn-Around Training YouTube Link

<https://youtu.be/-Dly1bqUBYg>



## Senator Eddie A. Lucio Jr. Middle School

Published by Ana Ale · August 27 · 🌐



BIG LION ROAR SHOUT OUT 🦁 to our hardworking, passionate, dedicated, and caring Teachers that worked so hard this week in our week-long daily SLO Make-and-Take Workshops. Our fierce Lion Teachers are committed to refining their craft for our wonderful students!

Congratulations teachers on all your hard work this week! We are a Proud 7 Star campus dedicated to growing our students and ourselves.

We are here, we are strong, Lion PROUD, hear our Roar! 🦁🦁🦁🦁





**Senator Eddie A. Lucio Jr. Middle School**

*"Roaring to New Heights"*

300 N. Vermillion Rd.

Brownsville, TX 78521

(956) 831-4550

(956) 838-2298



Dr. René Gutiérrez, Superintendent

Rose Longoria, Middle School Asst. Superintendent

**Chester J. Arizmendi, Principal**

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**Faculty Meeting  
PLC Initiative  
November 1, 2022  
3-5pm**

- I. Announcements**
- II. Commendations**
- III. Summit K12 Across the Content Areas by Maria Arredondo & Principal Arizmendi/Dean Arizmendi**
- IV. FlipGrid Fridays Across the Content Areas by Maria Arredondo & Principal/Dean Arizmendi**
- V. Writing Across the Content Areas by Yazmin Moreno, Maria Arredondo & Principal/Dean Arizmendi**
- VI. Targeted Students by Patricia Orozco, Maria Arredondo, & Principal/Dean Arizmendi**
- VII. Tutorial & Enrichment Rosters by Principal/Dean Arizmendi**

*A Seven Star Campus*



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Mr. Ricardo Bolivar  
Assistant Principal  
956-698-0967

Mrs. Grisel Gonzalez  
Assistant Principal  
956-698-0867



Senator Eddie A. Lucio Jr. Middle School

Published by Chester Arizmendi · October 14 ·

Today's LIVE STREAMING: <https://youtu.be/s0wyn52JkD8>

Senator Eddie A. Lucio Jr. Middle School

*Principal's Academic Scholar  
Ceremony*



Friday, October 14, 2022  
LMS Cafeteria



Senator Eddie A. Lucio Jr. Middle School is at Senator Eddie A. Lucio Jr. Middle School.

Published by Chester Arizmendi · October 14 · Brownsville ·



**Congratulations** to the 229 Lions who were recognized as a Principal's Academic Scholar! These students have been charged to fulfill a specific academic task this school year and pledge to meet their academic goals. Lions closed the ceremony with a special luncheon provided by FNS with a first-time serving of delicious chicken wings! Thank you to our counselors and everyone who made this ceremony a success! A special shout-out to Dr. Trevino, BISD Deputy Superintendent for Curr... See more



+48