Campus Information

District Name	Brownsville Independent School District	Campus Name	Besteiro Middle School	Superintendent	Dr. Rene Gutierrez	Principal	Teresa Nuñez
District Number	031901	Campus Number	031901048	District Coordinator of School Improvement (DCSI)	Roni Louise Rentfro	ESC Support	Region One

Assurances

DCSI	I, the District Coordinator of School Improvement, 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.	**Roni Louise Rentfro, October 22, 2019**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI 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.	**Sandra Lopez, October 22, 2019**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (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.	**Teresa Nuñez, October 22, 2019**
Board Approval Date		

Needs Assessment

	What accountability goals for each Domain has your campus set for the year?	Domain 1: 84, Domain 2: School Progress 67, Domain 3: 71
Data Analysis Questions	What changes in student group and subject performance are included in these goals?	Improve Math and Reading especially in grades 6 and 7, maintian special ed Reading and improve Math and Reading for Els. Increase Student Performance on benchmarks and other formative assessments by 10 percentage points over last year's performance to support the increase in STAAR performance by 10 percentage points above 2019 results.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**3**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	We did not meet district attendance and discipline goals. We lack alignedvalues focused on high expectations(students, parents, and campus)	Developing better lesson plans and feedback systems to improve instruction in all content areas.	Take the data analysis and implement it in the instruction.
Desired Annual Outcome	Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Regular campus climate surveys assess and measure progress on student and staff experiences.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and mastering of objectives, student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.
Barriers to Address During the Year	Stakeholders are disengaged in shared expectations in meeting the campus vision, mission, goals and values.	Lack of pacing by teachers in the lesson and differentiation for subpopulations (EL's and Sped. Ed.)	Lack of data use in order to create plans to reteach. Lack of visible classroom student tracking artifact.
District Commitment Theory of Action:	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus culture and climate will focus on the campus mission, vision and goals to drive school improvement.		

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic			

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	Reading	Benchmark	21		Other	73		Benchmark	25		STAAR	28	
6	Math	State Interim	33		Other	86		State Interim	37		STAAR	40	
7	Reading	Benchmark	36		Other	94		Benchmark	40		STAAR	43	
7	Math	State Interim	27		Other	84		State Interim	31		STAAR	34	
8	Reading	Benchmark	42		Other	79		Benchmark	46		STAAR	49	
8	Math	State Interim	65		Other	58		State Interim	69		STAAR	72	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Regular campus climate surveys assess and measure progress on student and staff experiences.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and mastering of objectives, student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.
Desired 90-day Outcome	Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Regular campus climate surveys assess and measure progress on student and staff experiences.	All teachers create and submit daily lesson plans that include clear objectives, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and individual mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.
Barriers to Address During this Cycle	Stakeholders are disengaged in shared expectations in meeting the campus vision, mission, goals and values.	Creation of a new Lesson Plan Template and monitoring system.	Lack of data use in order to create plans to reteach. Lack of visible classroom student tracking artifact.
District Actions for this Cycle	DCSI will support campus in reviewing beliefs, vision, mission, and goals and will coordinate Student, Teacher and Parent surveys.	Curriculum, Instruction and Accountability staff will work with teachers to support pilot of Forethought lesson plans and provide planning supports.	Campus's Assistant Superintendent and Curriculum, Instruction and Accountability staff will work with campus faculty and staff to support data driven instruction.
District Commitments Theory of Action	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus culture and climate will focus on the campus mission, vision and goals to drive school improvement.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Student Parent Survey completed to gather up-to-date information on current culture and climate.	☑1 ☐2 ☐3	Oct-19	Campus survey	DCSI and Principal	Survey results	31-Oct-19		
Review the campus mission and vision statements to guide the improvement of campus culture and climate.	☑1 ☐2 ☐3	Oct-19	Mission and vision activity	SBDM	Printing of the revised mission and vision statements (Posters and banners)	31-Oct-19		
All lesson plans will include a clear objective and a daily formative assessment.	☐1 ☑2 ☐3	Oct. 19 - Nov. 19	Lesson plan template and administrative checklist	Campus Administration	Lesson plan checklist	22-Nov-19		
Teachers will display Student Growth Trackers to monitor student progress after formative assessments.	☐1 ☐2 ☑3	Oct. 19 - Nov. 19	Student tracker/Mark Usage Reports/Teacher Trackers	Campus Administration and Data Entry	Display of trackers in the classrooms and halways	22-Nov-19		

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Regular campus climate surveys assess and measure progress on student and staff experiences.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and mastering of objectives, student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.
Desired 90-day Outcome	Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Regular campus climate surveys assess and measure progress on student and staff experiences.	All teachers create and submit daily lesson plans that include clear objectives, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and individual mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.
Barriers to Address During this Cycle	Stakeholders are disengaged in shared expectations in meeting the campus vision, mission, goals and values.	Refining the new Lesson Plan Template and monitoring system.	Lack of visible hallway student tracking artifact.
District Actions for this Cycle	DCSI will support campus in reviewing beliefs, vision, mission, and goals and will coordinate Student, Teacher and Parent surveys.	Curriculum, Instruction and Accountability staff will work with teachers to support pilot of Forethought lesson plans and provide planning supports.	Campus's Assistant Superintendent and Curriculum, Instruction and Accountability staff will work with campus faculty and staff to support data driven instruction.
District Commitments Theory of Action	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus culture and climate will focus on the campus mission, vision and goals to drive school improvement.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
All lesson plans will include multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, in addtion to a clear objective and a daily formative assessment.	☐ 1 ☑ 2 ☐ 3	Dec. 19 - Feb. 20	Lesson plan template and administrative checklist	Campus Administration	Lesson plan checklist	Feb. 28, 2020		
Teachers will display Student Trackers to monitor student progress after formative assessments.	☐ 1 ☐ 2 ☑ 3	Dec. 19 - Feb. 20	Student tracker/Mark Usage Reports/Teacher Trackers	Campus Administration and Data Entry	Display of trackers in the classrooms and halways	Feb. 28, 2020		
Review and discuss the campus mission and vision statements during faculty and stakeholder meetings.	☑ 1 ☐ 2 ☐ 3	Dec. 19 - Feb. 20	Mission and vision meeting	SBDM	SBDM and other meeting minutes	Feb. 28, 2020		

Student/Parent Surveys data analyzed to update campus needs assessment.	☑ 1 ☐ 2 ☐ 3	1-Dec-19	Survey results	DCSI and Principal	Results reports	Jan. 2020	
	☐ 1 ☐ 2 ☐ 3						
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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Regular campus climate surveys assess and measure progress on student and staff experiences.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities	Student progress toward measurable goals (e.g. % of class and mastering of objectives, student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.
Desired 90-day Outcome	Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Regular campus climate surveys assess and measure progress on student and staff experiences.	All teachers create and submit daily lesson plans that include clear objectives, opening activites, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	Student progress toward measurable goals (e.g. % of class and individual mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.
Barriers to Address During this Cycle	All stakeholders to take owenership of the aligned mission, vision, goals and values throughout the campus.	Time for planning detailed daily lessons and developing high quality daily formative assessments.	Monitoring the fidelity of the progress monitoring by students and teachers in the classrooms and hallways.
District Actions for this Cycle	DCSI will support campus in reviewing beliefs, vision, mission, and goals and will coordinate Student, Teacher and Parent surveys.	Curriculum, Instruction and Accountability staff will work with teachers to support pilot of Forethought lesson plans and provide planning supports.	Campus's Assistant Superintendent and Curriculum, Instruction and Accountability staff will work with campus faculty and staff to support data driven instruction.
District Commitments Theory of Action	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus culture and climate will focus on the campus mission, vision and goals to drive school improvement.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
End-of-Year Parent, Student, Teacher Survey data will be used to determine progress in improving campus academic culture of rigor and campus climate.	☑ 1 ☐ 2 ☐ 3	Mar-20	Survey	DCSI and Principal	Survey Results	15-Apr-20		
All teachers create and submit daily lesson plans that include clear objectives, opening activites, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	☑ 1 ☑ 2 ☐ 3	Mar. 20 - May 20	Lesson plan template and administrative checklist	Campus Administration	Lesson plan checklist	29-May-20		
Student Growth Trackers used to monitor student progress through-out year will be displayed.	☐ 1 ☐ 2 ☑ 3	Mar. 20 - May 20	Student tracker/Mark Usage Reports/Teacher Trackers	Campus Administration	Display of trackers in the classrooms and halways	29-May-20		
Teachers will receive guided supports for improving lesson planning and monitoring of student progress to prepare for 2020 STAAR exams.	☐ 1 ☑ 2 ☑ 3	Mar. 20 - May 20	Lesson plan template and administrative checklist	Campus Administration	Walkthroughs and feedback	29-May-20		