

Campus Information							
District Name	Brownsville ISD	Campus Name	Lucio Middle School	Superintendent	Dr. Rene Gutierrez	Principal	Chester J. Arizmendi
District Number	031901	Campus Number	031901051	District Coordinator of School Improvement (DCSI)	Roni Louise Rentfro, Ed. D	ESC Support	Region I

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, Ed.D. October 22, 2019
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	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 G. 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. Chester J. Arizmendi, October 22, 2019
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Domain I = 74, Domain II Progress = 60, Domain III = 62
	What changes in student group and subject performance are included in these goals? Semester Exams will be the data source used for Cycle 2, Benchmark/Other goals have been set a target standards
	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.	4
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.	4
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.	3
5.3 Data-driven instruction.	3

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data-driven instruction.
Rationale	Based on the data, this area will utilize a bigger gap approach	Based on the data, this area will utilize a bigger gap approach	Based on the data, this area will utilize a bigger gap approach
Desired Annual Outcome	Changes in the role and responsibilities will be implemented to ensure clear and concise interventions to effectively supervise and provide meaningful feedback and coaching to teachers.	To the extent possible and with the support of BISD Human Resources department, we will be able to recruit, select, assign, and retain highly qualified teachers in the respective content areas	The Lucio Middle School Learning Community will become owners of their data understanding trends and innovation to ensure that campus goals are implemented based on three and six week progress monitoring via data walls and classroom monitoring charts
Barriers to Address During the Year	Administration team follow-through	Support from BISD Human Resources Department and teacher interview committee to recruit, select, and retain highly qualified teachers	Teacher buy-in and follow through

District Commitment Theory of Action: If the district provides regular coaching to the principal; supports the principal's development of the instructional leadership team; supports campus retention of highly effective teachers; ensures that the campus has access to high-quality unit tests for all tested grades and subjects; 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 formative assessments, and campus leaders will more frequently and effectively provide support to instructional staff.

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			

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data-driven instruction.
Desired Annual Outcome	Changes in the role and responsibilities will be implemented to ensure clear and concise interventions to effectively supervise and provide meaningful feedback and coaching to teachers.	To the extent possible and with the support of BISD Human Resources department, we will be able to recruit, select, assign, and retain highly qualified teachers in the respective content areas	The Lucio Middle School Learning Community will become owners of their data understanding trends and innovation to ensure that campus goals are implemented based on three and six week progress monitoring via data walls and classroom
Desired 90-day Outcome	Each administrator will be able to execute his/her responsibilities by demonstration of artifacts reviewed by the principal aligned with the set forth goals.	To the extent possible, Lucio Middle School will select, assign, and retain a staff of highly qualified educators that execute their roles in a proficient manner	Teachers will know their students by understanding and placing their students by tiers and composing plans that demonstrate growth per student every six weeks.
Barriers to Address During this Cycle	NONE	Continued support from HR and upper administration to select and retain effective personnel.	Teacher buy-in and effectiveness
District Actions for this Cycle	District department personnel recommendations, support and professional development trainings.	To be provided with the opportunity to interview and recommend and not be obligated to choose an ineffective teacher from excess list.	District department personnel recommendations
District Commitments Theory of Action	If the district provides regular coaching to the principal; supports the principal's development of the instructional leadership team; supports campus retention of highly effective teachers; ensures that the campus has access to high-quality unit tests for all tested grades and subjects; 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 formative assessments, and campus leaders will more frequently and effectively provide support to instructional staff.		

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
Weekly meetings with administration team to review areas of responsibilities and create weekly goals.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	September-November 2019	Jobs & Duties, established goals, charts	C. Arizmendi, Principal	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings	Weekly		
Meetings with Assistant Superintendent and curriculum specialists to provide necessary support/professional development based on data from teacher walkthroughs and student performance during campus site visit.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	September-November 2019	Upper Administration, Curriculum Specialists	C. Arizmendi, Principal & Dean Gonzalez	Walk throughs, coaching, and student/teacher data, Professional development agendas	Ongoing		
Creation of data wall using a variety of data to tier students including but not limited to classroom monitoring charts and individual student data reports	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	September-November 2019	Data tracking tool, individual data report card	Dean Gonzalez and Assistant Principals	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings & reports	Ongoing		
Creation of student reflection based on six weeks performance and benchmarks to promote growth	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Nov-19	Campus-Wide posters, student data report card	C. Arizmendi, Principal	Walk throughs, coaching, and student/teacher data	Ongoing		
Daily informal and formal walkthroughs that focus on specific concerns and ensure data driven-instruction.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	September-November 2019	BISD Feedback reports and T-TESS Rubric	Administration	Walkthroughs, coaching, data tracking tools	Ongoing		

Improve Special Education monitoring of student performance and inclusion teacher effectiveness with collaboration and support from the teacher of record	<input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	September-November 2019	Inclusion teacher best practices, data tracking tool.	C. Paschall SPED Administrator	Walkthroughs, coaching, data tracking tools	Ongoing		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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?		
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?	Carryover Milestones	New Milestones

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data-driven instruction.
Desired Annual Outcome	Changes in the role and responsibilities will be implemented to ensure clear and concise interventions to effectively supervise and provide meaningful feedback and coaching to teachers.	To the extent possible and with the support of BISD Human Resources department, we will be able to recruit, select, assign, and retain highly qualified teachers in the respective content areas	The Lucio Middle School Learning Community will become owners of their data understanding trends and innovation to ensure that campus goals are implemented based on three and six week progress monitoring via data walls and classroom
Desired 90-day Outcome	Artifacts from leadership team will be assessed and discussed with each administrator in such a way that if improvement is needed, leadership PD will be provided.	The principal will interview for the necessary content teachers with the support from HR.	Teachers will track their students by understanding and re-tiering them based on monitoring chart data and composing plans that demonstrate growth per student every six weeks.
Barriers to Address During this Cycle	NONE	Continued support from HR and upper administration to select and retain effective personnel	Teacher buy-in and effectiveness
District Actions for this Cycle	District department personnel recommendations, support and professional development trainings.	To be provided with the opportunity to interview and recommend and not be obligated to choose an ineffective teacher from excess list.	District department personnel recommendations
District Commitments Theory of Action	If the district provides regular coaching to the principal; supports the principal's development of the instructional leadership team; supports campus retention of highly effective teachers; ensures that the campus has access to high-quality unit tests for all tested grades and subjects; 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 formative assessments, and campus leaders will more frequently and effectively provide support to instructional staff.		

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
Weekly meetings with administration team to review areas of responsibilities, protocols, and logistics, and create weekly focus areas.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	December 2019-February 2020	Jobs & Duties, established goals, charts	C. Arizmendi, Principal	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings	Weekly		
Meetings with curriculum administration and curriculum specialists to provide necessary support/professional development based on data from teacher walkthroughs and student performance.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	December 2019-February 2020	Upper Administration, Curriculum Specialists	C. Arizmendi, Principal & Dean Gonzalez	Walk throughs, coaching, and student/teacher data, Professional development agendas	Ongoing		
Use of CIF instructional rounds and focused walkthroughs including feedback from highly effective master teachers from other campuses.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	December 2019-February 2020	Tango, aware, data wall, excel spreadsheets, professional development, iPad. T-TESS Rubric	Administration	Tango, Aware, data wall, monitoring charts, walkthroughs, coaching and data meetings	Ongoing		
Monitoring of data wall using a variety of data to tier students including but not limited to classroom monitoring charts and individual student data reports	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	December 2019-February 2020	Data tracking tool, individual data report card	Dean Gonzalez, appraisers	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings & reports	Ongoing		
Teacher data meetings with appraisers every six weeks to review failure rates, campus formative assessments, benchmarks, and interventions	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	December 2019-February 2020	TAC, failure rates, CPA, benchmark data, excel for charts	Dean Gonzalez and appraisers	Agendas and data tracking tools	Every Six weeks		

Improve co-planning and co-teaching with special education and regular education teachers.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	December 2019-February 2020	Inclusion teacher best practices, data tracking tool.	C. Paschall SPED Administrator	Walkthroughs, coaching, data tracking tools	Ongoing		
Daily informal and formal walkthroughs that focus on specific concerns and ensure data driven-instruction.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	December 2019-February 2020	iPad, T-TESS Rubric	Administration	Tango, Aware, data wall, monitoring charts, walkthroughs, coaching and data meetings	Ongoing		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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?	
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?	Carryover Milestones
	New Milestones

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data-driven instruction.
Desired Annual Outcome	Changes in the role and responsibilities will be implemented to ensure clear and concise interventions to effectively supervise and provide meaningful feedback and coaching to teachers.	To the extent possible and with the support of BISD Human Resources department, we will be able to recruit, select, assign, and retain highly qualified teachers in the respective content areas	The Lucio Middle School Learning Community will become owners of their data understanding trends and innovation to ensure that campus goals are implemented based on three and six week progress monitoring via data walls and classroom
Desired 90-day Outcome	All artifacts will be completed as specified by the original goal.	The principal will retain the selected personnel for continued success at Lucio Middle School.	Teachers will know their students by tracking their growth and re-shifting their instructional lesson plans based on the needs of their students as per data.
Barriers to Address During this Cycle	NONE	Continued support from HR and upper administration to select an retain effective personnel	Teacher buy-in and effectiveness
District Actions for this Cycle	District department personnel recommendations, support and professional development trainings.	To be provided with the opportunity to interview and recommend and not be obligated to choose an ineffective teacher from excess list.	District department personnel recommendations
District Commitments Theory of Action	If the district provides regular coaching to the principal; supports the principal's development of the instructional leadership team; supports campus retention of highly effective teachers; ensures that the campus has access to high-quality unit tests for all tested grades and subjects; 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 formative assessments, and campus leaders will more frequently and effectively provide support to instructional staff.		

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
Weekly meetings with administration team to review areas of responsibilities, protocols, and logistics, and create weekly focus areas.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March 2019-May 2020	Jobs & Duties, established goals, charts	C. Arizmendi, Principal	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings	Weekly		
Meetings with curriculum administration and curriculum specialists to provide necessary support/professional development based on data from teacher walkthroughs and student performance.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March 2019-May 2020	Upper Administration, Curriculum Specialists	C. Arizmendi, Principal & Dean Gonzalez	Walk throughs, coaching, and student/teacher data, Professional development agendas	Ongoing		
Improve the implementation of CIF protocols and instructional rounds in content classrooms.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March 2019-May 2020	Tango, aware, data wall, excel spreadsheets, professional development, iPad. T-TESS Rubric	Administration	Tango, Aware, data wall, monitoring charts, walkthroughs, coaching and data meetings	Ongoing		
Monitoring of data wall using a variety of data to tier students including but not limited to classroom monitoring charts and individual student data reports	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March 2019-May 2020	Data tracking tool, individual data report card	Dean Gonzalez, appraisers, and teachers	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings & reports	Ongoing		
Teacher data meetings with appraisers every six weeks to review failure rates, CPAs, benchmarks, and interventions	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March 2019-May 2020	TAC, failure rates, CPA, benchmark data, excel for charts	Dean Gonzalez and appraisers	Agendas and data tracking tools	Every Six Weeks		

Improve Special Education monitoring of student performance and inclusion teacher effectiveness with collaboration and support from the teacher of record	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March 2019-May 2020	Inclusion teacher best practices, data tracking tool.	C. Paschall SPED Administrator	Walkthroughs, coaching, data tracking tools	Ongoing		
Daily informal and formal walkthroughs that focus on specific concerns and ensure data driven-instruction.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March 2019-May 2020	iPad, T-TESS Rubric	Administration	Tango, Aware, data wall, monitoring charts, walkthroughs, coaching and data meetings	Ongoing		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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?

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?	Carryover Milestones	New Milestones

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Changes in the role and responsibilities will be implemented to ensure clear and concise interventions to effectively supervise and provide meaningful feedback and coaching to teachers.	To the extent possible and with the support of BISD Human Resources department, we will be able to recruit, select, assign, and retain highly qualified teachers in the respective content areas	The Lucio Middle School Learning Community will become owners of their data understanding trends and innovation to ensure that campus goals are implemented based on three and six week progress monitoring via data walls and classroom
Did the campus achieve the desired outcome? Why or why not?			