

Campus Information							
<b>District Name</b>	Brownsville ISD	<b>Campus Name</b>	Stell Middle School	<b>Superintendent</b>	Dr. Rene Gutierrez	<b>Principal</b>	Obed Leal
<b>District Number</b>	031901	<b>Campus Number</b>	031901044	<b>District Coordinator of School Improvement (DCSI)</b>	Roni Louise Rentfro, Ed. D	<b>ESC Support</b>	Region One

Assurances	
<b>DCSI</b>	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.
<b>Principal Supervisor</b> <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.
<b>Principal</b>	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.
<b>Board Approval Date</b>	

Needs Assessment	
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

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.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3

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.	3
5.3 Data-driven instruction.	3

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Rationale</b>	We have begun formal campus leadership meetings and activities, but not PD. We have started DDI by having Data meetings but we realize instructional leaders (including our teacher leaders) need to effectively facilitate teachers in data analysis as well. We need to see a "push" in effective instruction generated by the data analysis. DDI needs to be addressed consistently to ensure quality teaching (as seen through higher levels of mastery) in all classrooms.	Lesson plans are being turned in, but we need to provide feedback in a more systematic and structured manner to teachers. Additionally, lesson plans need to include specific formative assessments that incorporate best practices.	
<b>Desired Annual Outcome</b>	Administrative Team adds structure to two specific areas: leading Campus Leadership Team in effectively analyzing data and planning, and establishing consistency in feedback for teacher observations/walk-throughs to improve lesson efficacy.	Teachers receive timely feedback from CLT regarding lesson plan components (framing the lesson; lesson agendas) and formative assessments so that teachers have time to revise lessons. Classroom lessons incorporate DDI effectively to address the needs of the students.	
<b>Barriers to Address During the Year</b>	Change is difficult, but we need to establish routines with fidelity for addressing areas of refinement as seen on observations or walk-throughs; on-going PD for Administrative team in leadership skills are needed which take time and money.	Campus leaders need PD for team building to more effectively support teachers; department chairs need time to review lesson plans to provide effective feedback so that lessons improve (higher assessment scores); teacher receptivity to refinements in lesson planning can be a challenge.	

**District Commitment Theory of Action:** If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; supports the principal's development of the instructional leadership team; 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 lesson plans and formative assessments, and campus leaders will more frequently, effectively provide support to instructional staff.

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

<b>Date of ESF Diagnostic</b>			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			



Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	Administrative Team adds structure to two specific areas: leading Campus Leadership Team in effectively analyzing data and planning, and establishing consistency in feedback for teacher observations/walk-	Teachers receive timely feedback from CLT regarding lesson plan components (framing the lesson; lesson agendas) and formative assessments so that teachers have time to revise lessons. Classroom lessons incorporate DDI effectively to address the needs of Departments prioritize planning (create Framing the Lesson agendas; formative assessment exit tickets) during daily planning periods and once every 6-weeks period (PPC) and provide feedback on lesson components.	
<b>Desired 90-day Outcome</b>	CLT establishes biweekly meetings: first and second six-week periods focus on teacher training for effective lessons and on DDI.		
<b>Barriers to Address During this Cycle</b>	CLT is in need of leadership training; teacher receptivity to implementing components of effective lessons (blended learning; bell-to-bell instruction); trainings that have teachers use relevant data in realtime to produce lessons that fine-tune the scope and sequence for the specific needs of students	Teacher receptivity to implementing components of effective lessons; department chair leadership role on feedback regarding lesson plans, lesson components, formative assessment, and rigor.	
<b>District Actions for this Cycle</b>	Ms. Alma Rubio provides every other week coaching of principal, with coaching focus on implementation planning, PD planning for DDI roll out, attends DDI trainings with Administrative Team as available to support implementation, and develop systems that protect Administrative Team's time to focus on instructional leadership.	District Curriculum, Instruction, and Accountability staff will provide campus leadership team access in advance to Benchmarks and Formative Assessments so CLT may identify which standards are prioritized in unit tests to support planning.	
<b>District Commitments Theory of Action</b>	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; supports the principal's development of the instructional leadership team; 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 lesson plans and formative assessments, and campus leaders will more frequently, 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
Establish weekly Administrative meetings	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	19-Aug	Administrative meeting calendar; Administrative meeting agenda template	Principial Leal	Administrative meeting calendar; Administrative meeting agendas and minutes	Ongoing		
Establish biweekly Campus Leadership Team meetings	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	19-Aug	CLT meeting calendar; CLT meeting agenda template	Principial Leal	CLT meeting calendar; CLT meeting agendas and minutes	Ongoing		
Walk-through expectation alignment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	2-Sep	Administrative team's feedback/follow throughs based on Eduphoria documents	Admin Team	List of expectations based on Eduphoria documents	Oct. 25		
Parameters for obs/walk-through feedback (reinforcements & refinements)	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	2-Sep	Administrative team's feedback/follow throughs based on Eduphoria documents	Admin Team	List of parameters based on Eduphoria documents	Oct. 25		

Procedures for Obs/WT feedback follow-through (refinements)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9-Sep	Administrative team's feedback/follow throughs based on Eduphoria documents	Admin Team	List of procedures based on Eduphoria documents	Oct. 25		
Establish lesson component expectations	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9-Sep	PD materials (slides, notes, tools, examples/videos)	Campus Leadership Team	Lesson plans	Oct. 11		
Establish formative assessment expectations	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9-Sep	PD materials (slides, notes, tools, examples/videos)	Campus Leadership Team	Lesson plans	Oct. 11		
CLT agenda item established for lesson plan feedback from department chairs	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	16-Sep	PD materials (slides, notes, tools, examples/videos)	Campus Leadership Team	CLT meeting calendar; CLT meeting agendas and minutes	Oct. 25		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							

**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?	<b>Carryover Milestones</b>
	<b>New Milestones</b>

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	Administrative Team adds structure to two specific areas: leading Campus Leadership Team in effectively analyzing data and planning, and establishing consistency in feedback for teacher observations/walk-	Teachers receive timely feedback from CLT regarding lesson plan components (framing the lesson; lesson agendas) and formative assessments so that teachers have time to revise lessons. Classroom lessons incorporate DDI effectively to address the needs of	
<b>Desired 90-day Outcome</b>	Administrative Team analyzes data with CLT and aligns observation schedule with testing results.	Teachers plan for teaching of prioritized standards with required components of the lesson plan: framing the lesson; lesson agenda; formative assessment on a recurring basis as observed by CLT.	
<b>Barriers to Address During this Cycle</b>	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers - have to ensure struggling teachers feel supported, not targeted	Maintain quality/frequency/consistency of feedback from CLT to teachers in a two-way communication each emphasizing that each participant is a vested stakeholder.	
<b>District Actions for this Cycle</b>	Ms. Alma Rubio provides every other week coaching of principal, with coaching focus on with coaching focus on conducting data meetings and translating unit test results into observation plans, attends DDI trainings with Administrative Team as available to support implementation.	District Curriculum, Instruction, and Accountability staff will provide campus leadership team access in advance to Benchmarks and Formative Assessments so CLT may identify which standards are prioritized in unit tests to support planning.	
<b>District Commitments Theory of Action</b>	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; supports the principal's development of the instructional leadership team; 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 lesson plans and formative assessments, and campus leaders will more frequently, 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
Administrative Team follows 4-week cycle for observation/walk-throughs, feedback, and response to feedback prioritizing teachers on an "as needed" basis.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Throughout cycle	Strive documents; documents for feedback and follow-throughs	Administrative Team	Observation/walk-through documentation	Ongoing		
Admin Team provides ongoing PD for data analysis to CLT	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Dec. 20	Agendas from PD; documents from activities in PD for data analysis	Principal Leal	Agendas from CLT meetings where the Admin Team provides PD regarding data analysis	Ongoing		
CLT follows a 4-week cycle for feedback on lesson plan components	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Throughout cycle	Lesson plans; data spreadsheets	Campus Leadership Team		Ongoing		
Weekly Admin. Meetings with teachers working on refinement topics.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Throughout cycle	Strive documents; documents for feedback and follow-throughs	Administrative Team	Observation/walk-through documentation	Ongoing		
DDI cycle based on DBM/IA	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	After each testing cycle	Data from recent and past testing	Principal Leal	Content of lesson plans as they reflect the TEKS that are low in data analysis: DDI	Ongoing		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	Administrative Team adds structure to two specific areas: leading Campus Leadership Team in effectively analyzing data and planning, and establishing consistency in feedback for teacher observations/walk-throughs to improve lesson efficacy.	Teachers receive timely feedback from CLT regarding lesson plan components (framing the lesson; lesson agendas) and formative assessments so that teachers have time to revise lessons. Classroom lessons incorporate DDI effectively to address the needs of the students.	
<b>Desired 90-day Outcome</b>	Administrative Team addresses refinements with fidelity for all teachers showing significant gaps in student mastery of prioritized standards.	Teachers make adjustments to lesson plans based on recurring analysis from CLT and data analysis.	
<b>Barriers to Address During this Cycle</b>	Time management for Administrative Team-systems to prioritize time with emphasizing importance of teacher feedback regarding lessons	Teachers' fidelity in maintaining lesson components; leadership team fidelity to continued support in lesson planning for DDI and formative assessment development.	
<b>District Actions for this Cycle</b>	Ms. Alma Rubio provides every other week coaching of principal, with coaching focus on with coaching focus on high-quality reteach plans, attends DDI trainings with Administrative Team as available to support implementation.	District Curriculum, Instruction, and Accountability staff will provide campus leadership team access in advance to Benchmarks and Formative Assessments so CLT may identify which standards are prioritized in unit tests to support planning.	
<b>District Commitments Theory of Action</b>	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; supports the principal's development of the instructional leadership team; 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 lesson plans and formative assessments, and campus leaders will more frequently, 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
Four-week cycles continue between teachers and administration. Significant evolution in lessons. Points of refinement are fewer.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Ongoing	Strive observation/walk-through documents	Administrative Team	Strive documents; lesson plans	Ongoing		
Test results from Spring DBM are analyzed by CLT and teachers; skills for disaggregating data have improved significantly.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	9-Mar	Results from testing-data spreadsheets	Campus Leadership Team	Standards in lesson plans reflect gaps in standards from testing data	8-May		
DDI is apparent in classroom lesson plans and tutorial (Academic Practice) and data is used to form small groups in class and in extended day classes.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	9-Mar	Data from testing; lesson plans	Administrative Team & Campus Leadership Team	Grouping for blended learning (as seen on lesson plans)	8-May		
Lesson components are almost uniform across campus; teachers employ lesson agendas, framing the lesson, and formative assessments effectively.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	9-Mar	Strive observation/walk-through documents	Administrative Team	Strive documents; lesson plans	8-May		