



Brownsville Independent School District

Agenda Category: General Function Board of Education Meeting: 10/06/2026

Item Title: 2026-2027 Local Improvement Plans X Action
Information
Discussion

BACKGROUND:

TEA requires campuses in State or Federal Accountability to develop a locally developed and maintained improvement plan to address areas of low performance. These plans are not to be submitted to the Texas Education Agency unless specifically requested but are required to be approved by the Board of Trustees.

The following are the campuses required to develop and implement a Local Improvement Plan (LIP):

- Garcia Middle School, Perkins Middle School, Stell Middle School and Del Castillo-Morningside Elementary for being identified for Targeted Support (TSI)
- Canales Elementary for receiving a "D" rating for the 2026-2027 State Accountability and for being identified for Additional Targeted Support (ATS)

Texas Education Code (TEC) 11.253, requires all campuses to develop a campus improvement plan (CIP). The Local Improvement Plan (LIP) provides more specifically TEA School Improvement required information for key improvement strategies and supports.

FISCAL IMPLICATIONS:

Budget local and categorial district and campus funds

RECOMMENDATION:

Recommend approval of the 2026-2027 Local Improvement Plan to be held locally unless requested by the Texas Education Agency for Garcia Middle School, Perkins Middle School, Stell Middle School, Canales Elementary and Del Castillo-Morningside Elementary School with any needed corrections or revisions.

Approved for Submission to Board of Education:

Julie A. Salinas
Submitted by: Principal/Program Director

Recommended by: Executive Director

Dr. Alma Cardenas-Rubio

Approved by: Assistant Superintendent

Dr. Timothy E. Cuff

Dr. Timothy E. Cuff, Superintendent

When Necessary, Additional Background May Follow This.

Brownsville Independent School District
Local Improvement Plan: Garcia Middle School

Data Analysis and Focus Areas

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed.

District Name	Brownsville ISD	Campus Name	Garcia	Superintendent	Dr. Timothy Cuff	Principal	Benita Villarreal
District Number	031-901	Campus Number	031-901-053	DCSI	Julie A. Salinas	ESC Number	1

ASSURANCES

Board Approval Date 10-6-2026

I, the District Coordinator of School Improvement, agree 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 Local Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements.	Julie A. Salinas
I, as supervisor of the principal for this campus, agree 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 Local Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Alma Cardenas-Rubio
I, as principal for this campus, agree that I will coordinate with the DCSI and my supervisor to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Local Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Benita Villarreal

Local Improvement Plan (LIP) Content Requirements:

- * An evidence-based school improvement strategy that will improve student outcomes and result in the campus no longer being D rated or having an ATS/TSI designation,
- * A description of how district and campus leaders will monitor the implementation of the plan,
- * A description of additional actions the school system will take if the plan is not successfully implemented,
- * A description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy, and
- * Student performance goals

Data Analysis

Using your accountability data from 2026, describe the specific student outcome(s), performance data, accountability indicator(s), or identified student group(s) contributing to the campus designation.

Date/Evidence	Data/Evidence: Garcia Middle earned an 87/B in 2026. Student Achievement was 78/C, School Progress 90/A, Academic Growth 60 (scaled 69/D), and Closing the Gaps 80/B. The campus is identified for Targeted Support and Improvement. The continuously enrolled group has three indicators missed across three consecutive years: mathematics achievement, mathematics growth, and Student Success (STAAR component).
	Why #1 – Why is the campus identified? The continuously enrolled group did not meet the 2026 outcomes in mathematics: 41% Meets Grade Level versus a 49% target; mathematics growth was 57% versus a 67% target; and the STAAR Student Success component was 47 versus a target of 48.
	Why #2 – Why are achievement and growth not yet strong enough? Overall mathematics performance was 70% Approaches, 40% Meets, and 16% Masters, while the Academic Growth score was 60 and the Accelerated Learning score was 33. This indicates that Tier 1 instruction and accelerated learning are not yet producing consistent year-to-year growth for every student.
	Why #3 – Why does the gap persist? The campus has PLCs, walkthroughs, interventions, and multiple data sources, but the systems need to operate as one consistent cycle: aligned Tier 1 instruction → calibrated observation/feedback → student-level data tracking → timely intervention → progress monitoring. TELPAS progress was 25% versus a 30% target, and Social Studies was 26% Meets, reinforcing the need for academic language, literacy, and rigorous task alignment across content areas.

CAMPUS FOCUS AREAS

Critical Priorities	Rate Your Current System
Priority 1: Strategic Staffing & Instructional Leadership - Students need access to effective teachers and leaders.	Developing
Priority 2: Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.	Developing
Priority 3: Quality Observation & Feedback - Teachers improve when they receive frequent, precise, actionable feedback.	Developing
Priority 4: Supported Student Interventions & Data Tracking - Students need timely, targeted support when learning gaps emerge.	Developing

**Brownsville Independent School District
Local Improvement Plan: Garcia Middle School**

Data Analysis and Focus Areas

PRIORITIZED FOCUS AREAS

Essential Action: Select priority areas the campus will focus during the 2026 - 2027 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Critical Priorities this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You may refer to the Vettted Improvement Programs found here: <https://texasesf.org/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create an annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework>

Essential Action	Prioritized Focus Area #1 Priority 2	Prioritized Focus Area #2 Priority 3	Prioritized Focus Area #3 Priority 4
Rationale	2026 data show a need to strengthen the consistency and rigor of Tier 1 instruction. Overall mathematics was 40% Meets/16% Masters, and the continuously enrolled group was 41% Meets in mathematics. A tightly aligned Tier 1 system is the first line of prevention and will reduce the number of students requiring intensive intervention.	Academic Growth is the largest leverage point. Garcia's Academic Growth score was 60, with mathematics growth at 56% overall and 57% for continuously enrolled students. Frequent, calibrated observation and actionable feedback are needed to convert data into consistent teacher moves and improve the quality of daily instruction.	The campus must strengthen student-level intervention and progress monitoring. The 2026 Accelerated Learning score was 33, and TELPAS progress was 25% against a 30% target. A single tracking system is needed to identify students below grade level or below expected growth, assign interventions, monitor response, and adjust support quickly.
How will the campus build capacity in this area? Who will you partner with?	Protect weekly content PLCs for lesson internalization, TEKS alignment, common formative assessment review, student-work analysis, and planning for academic vocabulary/written response. Partner with district CBI/content specialists, Bilingual/Multilingual and SPED staff, Region One as appropriate, and high-performing peer campuses.	Use T-TESS/Fundamental Five calibration, monthly administrator calibration walks, weekly learning walks, feedback exemplars, coaching cycles, peer observations/modal lessons, and principal-supervisor/district leadership support. Department chairs will be included in trend analysis and follow-up planning.	Partner with Assessment/Research & Evaluation, district CBI, Bilingual/Multilingual, SPED, counselors, and intervention staff. Use TANGO/benchmark data, I-Ready, Summit K12/TELPAS resources, common formative assessments, student data conferences, and three-week progress-monitoring cycles.
Barriers to Address throughout this year	Variation in teacher content knowledge and rigor; competing planning demands; inconsistent pacing/lesson internalization; multiple initiatives that can dilute the instructional focus; and the need to protect grade-level instruction while addressing unfinished learning.	Limited administrator time; risk of calibration drift; inconsistent follow-through after feedback; competing operational responsibilities; and the need for feedback to be specific enough to change instruction without becoming compliance-oriented.	Large number of students needing support; limited intervention time/staffing; delayed or fragmented data; overlapping EB/SPED/attendance needs; inconsistent documentation of intervention response; and the need to avoid replacing grade-level Tier 1 instruction with remediation.
Desired Annual Outcome	By May 2027, at least 90% of core-content walkthroughs will show the campus Tier 1 non-negotiables: TEKS-aligned objective/task, grade-level rigor, checks for understanding/student evidence, academic vocabulary, and planned response to misconceptions. Campus mathematics Meets will increase from 40% to at least 47%, and continuously enrolled mathematics Meets will increase from 41% to at least 50%.	By May 2027, 100% of core teachers will receive at least two documented walkthroughs per month with actionable feedback within 48 hours, and at least 85% will show evidence of implementing the feedback in the next observation cycle. The campus Academic Growth score will increase from 60 to at least 67, and continuously enrolled mathematics growth will increase from 57% to at least 67%.	By October 2026, 100% of students below Approaches or below expected growth will be identified in a campus tracker with a documented intervention and progress-monitoring plan reviewed at least every three weeks. By May 2027, the Accelerated Learning score will increase from 33 to at least 45, TELPAS progress will increase from 25% to at least 30%, and the continuously enrolled STAAR component will increase from 40% to at least 45%.
District Commitment Theory of Action	If the district provides aligned curriculum resources, timely assessment data, job-embedded content coaching, and protected opportunities for collaborative planning, then campus teams will strengthen Tier 1 instructional alignment and students will have more consistent access to rigorous grade-level learning.	If the principal supervisor and district program/content leaders support administrator calibration, coaching skill development, and follow-up learning walks, then campus leaders will provide more precise feedback and teachers will implement high-leverage practices with greater consistency.	If the district ensures timely access to disaggregated data, intervention resources, assessment support, and Bilingual/SPED/content expertise, then campus teams will identify learning gaps earlier, match students to targeted support, and adjust interventions based on documented response.
What steps will the district take if the plan is not successfully implemented?	If implementation or student outcomes are off track, the district will shorten the monitoring cycle; increase principal-supervisor and program-specialist check-ins; conduct joint learning walks and data reviews; provide targeted coaching/modal lessons and additional PD; review master schedule, staffing, intervention time, and resource allocation; and require a revised 30-day action plan with specific owners, evidence, and follow-up dates.		

Brownsville Independent School District
Local Improvement Plan: Garcia Middle School

Cycle 1 (Sept-Nov)

CYCLE 1 90-DAY OUTCOMES (September - November)

Select your campus priority based on Data Analysis and Focus Areas and create action plan for this 90-day cycle to achieve the desired outcome.

Essential Actions	Prioritized Critical Priority #1	Prioritized Critical Priority #2	Prioritized Critical Priority #3
	Priority 2	Priority 3	Priority 4

ACTION PLAN

In each row below, list the action steps the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed (time, funding, staffing, etc.)	Person(s) Responsible for Monitoring	Evidence used to Determine Progress toward Action Step	Evidence Collection Data	Progress toward Action Step	Necessary Adjustments / Next Steps
Establish campus instructional non-negotiables and calibration protocol	Priority 2 / Priority 3	Sept. 15–Sept. 30, 2026	Protected admin/PLC time; Fundamental Five/T-TESS look-fors; curriculum frameworks; lesson-plan and walkthrough tools	Principal; APs; department chairs; district C&I/content specialists	Written campus look-for rubric; calibration artifacts; baseline walkthrough trend report by content/grade	Weekly; formal calibration by Sept. 30 and monthly thereafter		Recalibrate indicators that show inconsistent scoring and provide model lessons/mini-PD for the lowest-implementation instructional practices.
Build the 2026–27 baseline and student priority lists after the BOY testing window	Priority 4	Sept. 15–Oct. 9, 2026	BOY assessment window; TANGO/benchmark reports; 2026 TEA baseline; i-Ready/TELPAS history; protected PLC time	Principal; APs; teachers; ARE/data support; C&I	Grade/subject/student-group baseline; lists for continuously enrolled, EB, SPED, below-Approaches, and below-expected-approaches	Within 5 school days of data release, then every 3 weeks		Set student and teacher goals, create intervention groups, and revise PLC/tutorial priorities based on the first
Launch a six-week data-driven PLC cycle tied to TEKS, student work, and common formative evidence	Priority 2 / Priority 4	Sept. 28–Nov. 30, 2026	Protected weekly PLCs; TEKS/item analysis; exemplars; curriculum frameworks; common formative assessments	APs; department chairs; teachers; C&I; Bilingual/Multilingual and SPED support	PLC agendas/minutes; TEKS analysis; student-work samples; re-teach plans; common formative assessment results; intervention rosters	Weekly PLC evidence; formal progress review every 3 weeks and 6 weeks		Intensify support for teams/TEKS below target, align expectations across grade levels, and revise grouping or re-teach plans based on student evidence.
Implement a calibrated walkthrough → feedback → follow-up cycle	Priority 3	Sept. 15–Nov. 30, 2026	STRIVE/T-TESS; admin observation calendar; feedback templates; calibration time	Principal; APs	Minimum two walkthroughs per core teacher per month; actionable feedback within 48 hours; follow-up evidence; campus trend report	Weekly walkthroughs; monthly calibration/trend review		Initiate coaching, modeling, peer observation, or specialist support when the same instructional look-for remains weak across two observation cycles.
Launch targeted intervention and accelerated-learning progress monitoring	Priority 4	Oct. 12–Nov. 30, 2026	Intervention/lex/tutorial time; i-Ready; Summit K12; small-group resources; staffing and student data trackers	APs; teachers; SPED; Bilingual/Multilingual; counselors/intervention staff	Student rosters; intervention focus/lesson evidence; attendance; three-week progress data; student goal trackers	Every 3 weeks		Change the group, strategy, frequency, time, or staffing for students who do not respond after two progress checks while protecting grade-level Tier 1 instruction.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Local Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Area(s), did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

Brownsville Independent School District
Local Improvement Plan: Perkins Middle School

Data Analysis and Focus Areas

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed.

District Name	Brownsville ISD	Campus Name	Perkins	Superintendent	Dr. Timothy Cuff	Principal	Baleria Magaña
District Number	031-901	Campus Number	031-901-046	DCSI	Julie A. Salinas	ESC Number	1

ASSURANCES

Board Approval Date 10-6-2026

I, the District Coordinator of School Improvement, agree 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 Local Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements.	Julie A. Salinas
I, as supervisor of the principal for this campus, agree 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 Local Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Alma Cerdas-Rubio
I, as principal for this campus, agree that I will coordinate with the DCSI and my supervisor to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Local Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Baleria Magaña

Local Improvement Plan (LIP) Content Requirements:

- An evidence-based school improvement strategy that will improve student outcomes and result in the campus no longer being D rated or having an ATS/TSI designation,
- A description of how district and campus leaders will monitor the implementation of the plan,
- A description of additional actions the school system will take if the plan is not successfully implemented,
- A description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy, and
- Student performance goals

Data Analysis

Using your accountability data from 2026, describe the specific student outcome(s), performance data, accountability indicator(s), or identified student group(s) contributing to the campus designation.

Data/Evidence	Data/Evidence: Perkins Middle earned an 84/8 In 2026. Student Achievement was 75/C, School Progress was 87/B, the School Progress Academic Growth component score was 62, and Closing the Gaps was 78/C. The campus is identified for Targeted Support and Improvement (TSI). The EB Current & Monitored student group has three indicators missed across three consecutive years. In 2026, the clearest gaps for this group were mathematics achievement (27% Meets versus a 36% target), mathematics growth (51% versus a 62% target), and Student Success (STAAR component 34 versus a target of 37). English language proficiency also requires attention: TELPAS progress was 26% versus a 30% target.
	Why #1 – Why is the campus identified? The EB Current & Monitored student group continues to miss the same three federal indicators: mathematics achievement, mathematics growth, and overall STAAR Student Success. This pattern indicates that the campus must improve access to grade-level mathematics while simultaneously strengthening language development and the supports students need to demonstrate learning.
	Why #2 – Why are achievement and growth not yet strong enough? Campuswide mathematics performance was 65% Approaches, 36% Meets, and 12% Masters, while Social Studies was 63% Approaches, 27% Meets, and 9% Masters. The Academic Growth score was 62 and the Accelerated Learning score was 36. Mathematics growth improved from 48% in 2025 to 59% in 2026, showing that improvement is possible, but too many students—especially EB students—are not yet moving rapidly enough toward grade-level performance.
	Why #3 – Why do gaps persist for identified student groups? Perkins needs one coherent instructional cycle in which aligned Tier 1 instruction, ELPS/SIOP language supports, calibrated observation and feedback, student-level tracking, targeted intervention, and progress monitoring reinforce one another. Current EB mathematics Meets was 16%, EB Current & Monitored mathematics Meets was 27%, and current SPED mathematics Meets was 21%. TELPAS progress declined from 28% to 26%. The campus must make language development and mathematical reasoning visible in daily instruction and use frequent evidence to adjust support before gaps become persistent.

CAMPUS FOCUS AREAS

Critical Priorities	Rate Your Current System
Priority 1: Strategic Staffing & Instructional Leadership - Students need access to effective teachers and leaders.	Proficient
Priority 2: Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.	Proficient
Priority 3: Quality Observation & Feedback - Teachers improve when they receive frequent, precise, actionable feedback.	Proficient
Priority 4: Supported Student Interventions & Data Tracking - Students need timely, targeted support when learning gaps emerge.	Proficient

Brownsville Independent School District
Local Improvement Plan: Perkins Middle School

Data Analysis and Focus Areas

PRIORITIZED FOCUS AREAS

Essential Action: Select priority areas the campus will focus during the 2026 - 2027 school year.
Rationale: Explain the reason(s) this campus chose to focus on these Critical Priorities this year.
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You may refer to the Vetted Improvement Programs found here: <https://texasest.org/>
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.
Desired Annual Outcome: For each prioritized focus area selected, create an annual goal that is specific, measurable, attainable, and realistic.
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasest.org/framework>

Essential Action	Prioritized Focus Area #1 Priority 1	Prioritized Focus Area #2 Priority 2	Prioritized Focus Area #3 Priority 3
Rationale	Perkins' 2026 results show the need for stronger consistency and rigor in Tier 1 instruction, especially in mathematics and language-rich content. Mathematics was 36% Meets/12% Masters and Social Studies was 27% Meets/9% Masters. EB Current & Monitored students were 27% Meets in mathematics against a 36% target. A tightly aligned Tier 1 system that embeds grade-level rigor, academic vocabulary, ELPS/SIOP supports, checks for understanding, and timely response to misconceptions is the first line of prevention.	Perkins made meaningful growth gains, but growth remains a critical leverage point. The campus Academic Growth score was 62, the Accelerated Learning score was 36, and mathematics growth was 59% overall. EB Current & Monitored mathematics growth was 51% against a 62% target. Frequent, calibrated observation and precise feedback are needed to ensure that strong instructional practices—especially mathematical reasoning and language supports—are implemented consistently in every classroom.	The campus must strengthen student-level intervention and progress monitoring to exit TSI. EB Current & Monitored students have three indicators missed across three consecutive years, with a 2026 STAAR component score of 34 against a target of 37. TELPAS progress was 26% versus a 30% target, and accelerated learning was 36. A single tracking and response system is needed to identify students early, assign targeted support, monitor language and content growth, and adjust intervention quickly.
How will the campus build capacity in this area? Who will you partner with?	Protect weekly content PLCs for lesson internalization, TEKS alignment, common formative assessment review, student-work analysis, and planning for rigorous questioning, academic vocabulary, structured discourse, and written response. Give added attention to mathematics and Social Studies. Partner with district C&I/content specialists, Bilingual/Multilingual and SPED staff, Region One as appropriate, and high-performing	Use T-TESS/Fundamental Five calibration, monthly administrator calibration walks, weekly learning walks, feedback exemplars, coaching cycles, peer observations/model lessons, and principal-supervisor/district leadership support. Walkthrough look-fors will explicitly include evidence of ELPS/SIOP language supports, checks for understanding, student reasoning, and response to misconceptions.	Partner with Assessment/Research & Evaluation, district C&I, Bilingual/Multilingual, SPED, counselors, and intervention staff. Use TANGO/benchmark data, I-Ready and other intervention tools, TELPAS/Summit K12 resources, common formative assessments, student data conferences, and three-week progress-monitoring cycles. Priority lists will explicitly identify EB Current & Monitored, current EB, SPED, continuously
Barriers to Address throughout this year	Variation in teacher content knowledge and rigor; uneven integration of content and language objectives; competing planning demands; inconsistent pacing/lesson internalization; and the need to protect grade-level instruction while addressing unfinished learning, particularly in mathematics and Social Studies.	Limited administrator time; risk of calibration drift; inconsistent follow-through after feedback; competing operational responsibilities; and the need for feedback to address both content rigor and language access rather than becoming a compliance activity.	Large numbers of students needing support; limited intervention time and staffing; delayed or fragmented data; overlapping EB/SPED/attendance needs; inconsistent documentation of intervention response; the need to coordinate TELPAS and academic interventions; and the need to avoid replacing grade-level Tier 1 instruction with remediation.
Desired Annual Outcome	By May 2027, at least 90% of core-content walkthroughs will show the campus Tier 1 non-negotiables: TEKS-aligned objective/task, grade-level rigor, checks for understanding/student evidence, academic vocabulary and structured language support, and planned response to misconceptions. Campus mathematics Meets will increase from 36% to at least 47%, EB Current & Monitored mathematics Meets will increase from 27% to at least 36%, and Social Studies Meets will increase from 27% to at least 35%.	By May 2027, 100% of core teachers will receive at least two documented walkthroughs per month with actionable feedback within 48 hours, and at least 85% will show evidence of implementing the feedback in the next observation cycle. The School Progress Academic Growth component score will increase from 62 to at least 67, campus mathematics growth will increase from 59% to at least 67%, and EB Current & Monitored mathematics growth will increase from 51% to at least 62%.	By October 2026, 100% of students below Approaches or below expected growth, plus all EB Current & Monitored students needing targeted support, will be identified in a campus tracker with a documented intervention and progress-monitoring plan reviewed at least every three weeks. By May 2027, the Accelerated Learning score will increase from 36 to at least 45, EB Current & Monitored Student Success will increase from 34 to at least 40, and TELPAS progress will increase from 26% to at least 32%.
District Commitment Theory of Action	If the leadership team is supported by the principal supervisor and district program leaders to develop their leadership skills, then the campus leadership will become more effective and efficient.	If the principal supervisor and district program/content leaders support administrator calibration, coaching skill development, and follow-up learning walks, then campus leaders will provide more precise feedback and teachers will implement high-leverage content and language practices with greater consistency.	If the district ensures timely access to disaggregated data, intervention resources, assessment support, and Bilingual/SPED/content expertise, then campus teams will identify learning and language gaps earlier, match students to targeted support, and adjust interventions based on documented student response.
What steps will the district take if the plan is not successfully implemented?	If implementation or student outcomes are off track, the district will shorten the monitoring cycle; increase principal-supervisor and program-specialist check-ins; conduct joint learning walks and data reviews; provide targeted coaching/model lessons and additional PD; review the master schedule, staffing, intervention time, and resource allocation; and require a revised 30-day action plan with specific owners, evidence, and follow-up dates.		

Brownsville Independent School District
Local Improvement Plan: Perkins Middle School

Cycle 1 (Sept-Nov)

CYCLE 1 90-DAY OUTCOMES (September - November)

Select your campus priority based on Data Analysis and Focus Areas and create action plan for this 90-day cycle to achieve the desired outcome.

Essential Actions	Prioritized Critical Priority #1	Prioritized Critical Priority #2	Prioritized Critical Priority #3
	Priority 1	Priority 2	Priority 3

ACTION PLAN

In each row below, list the action steps the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed (time, funding, staffing, etc.)	Person(s) Responsible for Monitoring	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Leadership Meetings	Develop instructional leaders	September–November 2025	Time, agenda templates	Principal/APs	Agendas, minutes	Bi-weekly		Follow up on pending items and track progress for initiatives
Calibration every 6 weeks and weekly walkthroughs	Develop instructional leaders	September–November 2025	TIA support	Principal/APs/ TIA Administrator	Calibration artifacts sent to TIA-walkthrough and	6 weeks		Peer reflection to create action plan
6-week student checkpoints	Data-driven instruction	September–November 2025	Assessments- ETAZO/TANGO	Teachers/APs	Checkpoint data and accountability reports for teachers and	6 weeks		review teacher action camps and check for implementation,
Data-driven accountability meetings	Develop instructional leaders and data-driven instruction	September–November 2025	Data reports- TANGO	Principal/APs/MS supervisor/C&I specialist/ColorBands	Meeting agendas, action plan	Bi-weekly and every 6 weeks		Address PLCs notes to follow up on concerns or barriers for implementation. Meet with content strands
Lesson Plans and Targeted tutorials/camps plan	data-driven instruction	September–November 2025	strand action plan with calendar for targeted instruction and student groupings; tutorial	Principal/APs/MS C&I specialists	STRIVE reports;Curriculum Framework alignment evident in lesson plans;Targeted STAAR	weekly		Meet with teachers who are not submitting with fidelity to get them back on track. Arrange

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Local Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Area(s), did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

Brownsville Independent School District
Local Improvement Plan: Stell Middle School

Data Analysis and Focus Areas

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed.

District Name	Brownsville ISD	Campus Name	Stell	Superintendent	Dr. Timothy Cuff	Principal	San Juanita Garza
District Number	031-901	Campus Number	031-901-044	DCSI	Julie A. Salinas	ESC Number	1

ASSURANCES

Board Approval Date 10-6-2026

I, the District Coordinator of School Improvement, agree 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 Local Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements.	Julie A. Salinas
I, as supervisor of the principal for this campus, agree 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 Local Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Alma Cardenas-Rubio
I, as principal for this campus, agree that I will coordinate with the DCSI and my supervisor to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Local Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	San Juanita Garza

Local Improvement Plan (LIP) Content Requirements:

- An evidence-based school improvement strategy that will improve student outcomes and result in the campus no longer being D rated or having an ATS/TSI designation,
- A description of how district and campus leaders will monitor the implementation of the plan,
- A description of additional actions the school system will take if the plan is not successfully implemented,
- A description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy, and
- Student performance goals

Data Analysis

Using your accountability data from 2026, describe the specific student outcome(s), performance data, accountability indicator(s), or identified student group(s) contributing to the campus designation.

Data/Evidence	Data/Evidence: Stell Middle earned an 83/B in 2026. Student Achievement was 75/C, School Progress was 87/B, the School Progress Academic Growth score was 60, and Closing the Gaps was 75/C. The campus is identified for Targeted Support and Improvement (TSI). The continuously enrolled group has three indicators missed across three consecutive years. In 2026, the clearest current gaps for this group were mathematics achievement (39% Meets versus a 49% target), mathematics growth (59% versus a 67% target), and Student Success (STAAR component 44 versus a target of 48).
	Why #1 – Why is the campus identified? The continuously enrolled student group continues to show gaps in mathematics achievement, mathematics growth, and overall STAAR Student Success. RLA growth for continuously enrolled students was also just below target at 63% versus 64%, showing that the campus must improve both achievement and year-to-year growth rather than relying on status alone.
	Why #2 – Why are achievement and growth not yet strong enough? Overall mathematics performance was 68% Approaches, 37% Meets, and 12% Masters, while Social Studies was 51% Approaches, 24% Meets, and 7% Masters. The campus Academic Growth score was 60 and the Accelerated Learning score was 37. These results indicate that Tier 1 rigor, response to misconceptions, and accelerated learning are not yet producing consistent growth for enough students.
	Why #3 – Why do gaps persist for identified student groups? Stell has existing PLC, walkthrough, data-meeting, and intervention structures, but they must function as one coherent instructional cycle: aligned Tier 1 instruction → calibrated observation/feedback → student-level tracking → targeted intervention → progress monitoring. EB current/monitored students were below the 2026 targets in mathematics achievement and growth, while current SPED students also remained low in mathematics achievement. TELPAS progress improved to 34%, demonstrating that focused systems can produce results and should be replicated across content.

CAMPUS FOCUS AREAS

Critical Priorities	Rate Your Current System
Priority 1: Strategic Staffing & Instructional Leadership - Students need access to effective teachers and leaders.	Developing
Priority 2: Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.	Not Established
Priority 3: Quality Observation & Feedback - Teachers improve when they receive frequent, precise, actionable feedback.	Not Established
Priority 4: Supported Student Interventions & Data Tracking - Students need timely, targeted support when learning gaps emerge.	Not Established

Brownsville Independent School District
Local Improvement Plan: Stell Middle School

Data Analysis and Focus Areas

PRIORITIZED FOCUS AREAS

Essential Action: Select priority areas the campus will focus during the 2026 - 2027 school year.
Rationale: Explain the reason(s) this campus chose to focus on these Critical Priorities this year.
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You may refer to the Vetted Improvement Programs found here: <https://texasasf.org/>
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.
Desired Annual Outcome: For each prioritized focus area selected, create an annual goal that is specific, measurable, attainable, and realistic.
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasasf.org/framework>

Essential Action	Prioritized Focus Area #1 Priority 2	Prioritized Focus Area #2 Priority 3	Prioritized Focus Area #3 Priority 4
Rationale	Stell's 2026 results show the need for stronger consistency and rigor in Tier 1 instruction. Mathematics was 37% Meets/12% Masters and Social Studies was 24% Meets/7% Masters. Continuously enrolled students were 39% Meets in mathematics against a 49% target. A tightly aligned Tier 1 system is the first line of prevention and will reduce the number of students requiring intensive remediation.	Academic growth is the largest leverage point. Stell's School Progress Academic Growth score was 60, the Accelerated Learning score was 37, mathematics growth was 59% overall, and continuously enrolled mathematics growth was 59% against a 67% target. Frequent, calibrated observation and precise feedback are needed to turn data into consistent teacher actions and improve the quality of daily instruction.	The campus must strengthen student-level intervention and progress monitoring to exit TSI. The continuously enrolled group has three indicators missed across three consecutive years, and its 2026 STAAR component was 44 against a target of 48. EB current/monitored and current SPED students also show significant mathematics gaps. A single tracking and response system is needed to identify needs early, assign support, and adjust intervention quickly.
How will the campus build capacity in this area? Who will you partner with?	Protect weekly content PLCs for lesson internalization, TEKS alignment, common formative assessment review, student-work analysis, and planning for rigorous questioning, academic vocabulary, and written response. Give added attention to mathematics and Social Studies. Partner with district C&I/content specialists, Bilingual/Multilingual and SPED staff, Region One as appropriate, and high-performing peer campuses.	Use T-TESS/Fundamental Five calibration, monthly administrator calibration walks, weekly learning walks, feedback exemplars, coaching cycles, peer observations/model lessons, and principal-supervisor/district leadership support. Department chairs and instructional leaders will be included in trend analysis, calibration, and follow-up planning.	Partner with Assessment/Research & Evaluation, district C&I, Bilingual/Multilingual, SPED, counselors, and intervention staff. Use TANGO/benchmark data, i-Ready and other intervention tools, TELPAS/Summit K12 resources, common formative assessments, student data conferences, and three-week progress-monitoring cycles.
Barriers to Address throughout this year	Variation in teacher content knowledge and rigor; uneven task alignment; competing planning demands; inconsistent pacing/lesson internalization; and the need to protect grade-level instruction while addressing unfinished learning, particularly in mathematics and Social Studies.	Limited administrator time; risk of calibration drift; inconsistent follow-through after feedback; competing operational responsibilities; and the need for feedback to be specific enough to change instruction rather than becoming a compliance activity.	Large numbers of students needing support; limited intervention time and staffing; delayed or fragmented data; overlapping EB/SPED/attendance needs; inconsistent documentation of intervention response; and the need to avoid replacing grade-level Tier 1 instruction with remediation.
Desired Annual Outcome	By May 2027, at least 90% of core-content walkthroughs will show the campus Tier 1 non-negotiables: TEKS-aligned objective/task, grade-level rigor, checks for understanding/student evidence, academic vocabulary, and planned response to misconceptions. Campus mathematics	By May 2027, 100% of core teachers will receive at least two documented walkthroughs per month with actionable feedback within 48 hours, and at least 85% will show evidence of implementing the feedback in the next observation cycle. The School Progress Academic Growth score will increase from 60 to at least 67, and continuously enrolled mathematics growth will	By October 2026, 100% of students below Approaches or below expected growth will be identified in a campus tracker with a documented intervention and progress-monitoring plan reviewed at least every three weeks. By May 2027, the Accelerated Learning score will increase from
District Commitment Theory of Action	If the leadership team is supported by the principal supervisor and district program leaders to develop their leadership skills, then the campus leadership will become more effective and efficient.	If the campus takes advantage for district training and staff on analyzing data and revising instruction to meet the needs of students, then teacher lesson plans should be more effective in addressing the individual student needs.	If the district ensures timely access to disaggregated data, intervention resources, assessment support, and Bilingual/SPED/content expertise, then campus teams will identify learning gaps earlier, match students to targeted support, and adjust interventions based on documented student response.
What steps will the district take if the plan is not successfully implemented?	The actions will be supported and monitored throughout the school year by the district level support staff based on the specific needs of the campus including more frequent campus actions by specialists from programs and district leadership.		

Brownsville Independent School District
Local Improvement Plan: Stell Middle School

Cycle 1 (Sept-Nov)

CYCLE 1 90-DAY OUTCOMES (September - November)

Select your campus priority based on Data Analysis and Focus Areas and create action plan for this 90-day cycle to achieve the desired outcome.

Essential Actions	Prioritized Critical Priority #1	Prioritized Critical Priority #2	Prioritized Critical Priority #3
	Priority 2	Priority 3	Priority 4

ACTION PLAN

In each row below, list the action steps the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation. For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed (time, funding, staffing, etc.)	Person(s) Responsible for Monitoring	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Establish campus instructional non-negotiables and calibration protocol	Priority 2 / Priority 3	Sept. 15–Sept. 30, 2026	Protected admin/PLC time; Fundamental Five/T-TESS look-fers; curriculum frameworks; lesson-plan and walkthrough tools	Principal, APs; department chairs; district C&I/content specialists	Written campus look-for rubric; calibration artifacts; baseline walkthrough trend report by content/grade, with emphasis on math and Social Studies	Weekly; formal calibration by Sept. 30 and monthly thereafter		Recalibrate indicators that show inconsistent scoring and provide model lessons/mini-PD for the lowest-implementation practices.
Build the 2026–27 baseline and student priority lists after the BOY testing window	Priority 4	Sept. 15–Oct. 9, 2026	BOY assessment window; TANGO/benchmark reports; 2026 TEA baseline; prior STAAR/TELPAS data; protected PLC time	Principal, APs; teachers; ARE/data support; C&I	Grade/subject/student-group baseline; named lists for continuously enrolled, EB, SPED, below-Approaches, below-	Within 5 school days of data release; then every 3 weeks		Set student and teacher goals, create intervention groups, and revise PLC/tutorial priorities based on the first
Launch a six-week data-driven PLC cycle tied to TEKS, student work, and common formative evidence	Priority 2 / Priority 4	Sept. 28–Nov. 30, 2026	Protected weekly PLCs; TEKS/Item analysis; exemplars; curriculum frameworks; common formative assessments; math and Social Studies priority standards	APs; department chairs; teachers; C&I; Bilingual/Multilingual and SPED support	PLC agendas/minutes; TEKS analysis; student-work samples; re-teach plans; common formative results; intervention rosters and subgroup trends	Weekly PLC evidence; formal progress review every 3 weeks and 6 weeks		Intensify support for teams/TEKS below target, align expectations across grade levels, and revise grouping or re-teach plans based on student evidence.
Implement a calibrated walkthrough → feedback → follow-up cycle	Priority 3	Sept. 15–Nov. 30, 2026	STRIVE/T-TESS; admin observation calendar; feedback templates; calibration time	Principal, APs	Minimum two walkthroughs per core teacher per month; actionable feedback within 48 hours; follow-up evidence; campus trend report tied to student-work/data evidence	Weekly walkthrough; monthly calibration/trend review		Initiate coaching, modeling, peer observation, or specialist support when the same instructional look-for remains weak across two observation cycles.
Launch targeted intervention and accelerated-learning progress monitoring	Priority 4	Oct. 12–Nov. 30, 2026	Intervention/flex/tutorial time; I-Ready/available intervention tools; Summit K12/TELPAS resources; small-group materials; staffing and student trackers	APs; teachers; SPED; Bilingual/Multilingual; counselors/intervention staff	Student rosters; intervention focus/lesson evidence; attendance; three-week progress data; movement toward individual math/growth goals; EB/SPED progress	Every 3 weeks		Change the group, strategy, frequency, time, or staffing for students who do not respond after two progress checks while protecting grade-level Tier 1 instruction.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Local Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Area(s), did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals? Why or why not?					
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	<table> <tr> <th>Carryover Action Steps</th><th>New Action Steps</th></tr> <tr> <td></td><td></td></tr> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				

Brownsville Independent School District
Local Improvement Plan: Canales Elementary

Data Analysis and Focus Areas

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed.

District Name	Brownsville ISD	Campus Name	Canales	Superintendent	Dr. Timothy Cuff	Principal	Dr. Aldee Vasquez
District Number	031-901	Campus Number	031-901-101	DCSI	Julie A. Salinas	ESC Number	1

ASSURANCES

Board Approval Date 10-6-2026

I, the District Coordinator of School Improvement, agree 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 Local Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements.	Julie A. Salinas
I, as supervisor of the principal for this campus, agree 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 Local Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Rose Longoria
I, as principal for this campus, agree that I will coordinate with the DCSI and my supervisor to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Local Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Dr. Aldee Vasquez

Local Improvement Plan (LIP) Content Requirements:

- * An evidence-based school improvement strategy that will improve student outcomes and result in the campus no longer being D rated or having an ATS/TSI designation,
- * A description of how district and campus leaders will monitor the implementation of the plan,
- * A description of additional actions the school system will take if the plan is not successfully implemented,
- * A description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy, and
- * Student performance goals

Data Analysis

Using your accountability data from 2026, describe the specific student outcome(s), performance data, accountability indicator(s), or identified student group(s) contributing to the campus designation.

Data/Evidence	2026 accountability data identified Emergent Bilingual (EB) students and Continuously Enrolled students as student groups contributing to the campus School Improvement designation. Performance for these groups indicates a need to accelerate academic achievement and ensure students demonstrate sufficient progress toward grade-level expectations.
	These student groups demonstrated achievement gaps in STAAR-tested content areas, indicating that a significant number of students are not consistently demonstrating mastery of grade-level TEKS. Campus data particularly identifies RLA, Math, and Science achievement as areas requiring targeted improvement.
	The data also reflects a need to strengthen academic growth, not only overall achievement. Continuously Enrolled students have had consistent access to campus instruction; therefore, their performance indicates a need to examine the effectiveness of Tier I instruction, intervention, progress monitoring, and instructional response when students are not making expected progress.
	For Emergent Bilingual students, the data indicates a need for stronger integration of language development with rigorous, grade-level content instruction. Consistent implementation of linguistic accommodations, academic vocabulary, purposeful speaking/writing opportunities, small-group instruction, and frequent monitoring of both language and content progress will be critical to closing achievement gaps.

CAMPUS FOCUS AREAS

Critical Priorities	Rate Your Current System
Priority 1: Strategic Staffing & Instructional Leadership - Students need access to effective teachers and leaders.	Developing
Priority 2: Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.	Developing
Priority 3: Quality Observation & Feedback - Teachers improve when they receive frequent, precise, actionable feedback.	Developing
Priority 4: Supported Student Interventions & Data Tracking - Students need timely, targeted support when learning gaps emerge.	Developing

Brownsville Independent School District
Local Improvement Plan: Canales Elementary

Data Analysis and Focus Areas

PRIORITIZED FOCUS AREAS

Essential Action: Select priority areas the campus will focus during the 2026 - 2027 school year.
Rationale: Explain the reason(s) this campus chose to focus on these Critical Priorities this year.
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You may refer to the Vetted Improvement Programs found here: <https://texasesf.org/>
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.
Desired Annual Outcome: For each prioritized focus area selected, create an annual goal that is specific, measurable, attainable, and realistic.
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework>

Essential Action	Prioritized Focus Area #1 Priority 1	Prioritized Focus Area #2 Priority 2	Prioritized Focus Area #3 Select Priority
Rationale	Canales Elementary selected this focus area to strengthen instructional leadership capacity in order to improve classroom instruction and student engagement. Campus walkthrough data shows a need for stronger implementation of structured lesson delivery models such as gradual release (I Do, We Do, You Do) and small group differentiation to move away from heavy reliance on whole group instruction. Developing instructional leaders will ensure consistent expectations for lesson structure, student discourse, and engagement strategies aligned to the Effective Schools Framework.	Canales Elementary selected this focus area to ensure consistent daily use of high-quality instructional materials through TXRL implementation to improve reading outcomes and instructional rigor. Campus data indicates a need for stronger fidelity to high-quality curriculum resources and stronger alignment between lesson delivery and TEKS expectations.	
How will the campus build capacity in this area? Who will you partner with?	The campus will build leadership capacity through instructional coaching, leadership meetings, and collaboration with district specialists and Region One support. The principal and assistant principal will continue weekly walkthroughs focused on lesson structure and student engagement. Teacher leaders will participate in lesson internalization meetings and vertical alignment sessions.	TXRL Instructional support team District RLA department Region One ESC support Campus instructional leadership team	
Barriers to Address throughout this year	Teacher Reliance on whole group practices, need for continued PD on small group differentiation	Teacher adjustment to new instructional materials Need for continued training on TXRL components Time needed for planning and lesson internalization	
Desired Annual Outcome	By the end of the school year, 100% of classrooms will demonstrate implementation of structured lesson delivery (I Do, We Do, You Do) as measured through walkthrough data, with at least 85% of classrooms	By the end of the school year, 100% of RLA teachers will demonstrate daily use of TXRL high-quality instructional materials with fidelity as measured through lesson plans and walkthrough observations. Student reading performance will improve as measured by benchmark assessments and progress monitoring data.	
District Commitment Theory of Action	If the leadership team is supported by the principal supervisor and district program leaders to develop their leadership skills, then the campus leadership will become more effective and efficient.	If the campus takes advantage for district training and staff on analyzing data and revising instruction to meet the needs of students, then teacher lesson plans should be more effective in addressing the individual student needs.	
What steps will the district take if the plan is not successfully implemented?	The actions will be supported and monitored throughout the school year by the district level support staff based on the specific needs of the campus including more frequent campus actions by specialists from programs and district leadership.		

Brownsville Independent School District
Local Improvement Plan: Canales Elementary

Cycle 1 (Sept-Nov)

CYCLE 1 90-DAY OUTCOMES (September - November)

Select your campus priority based on Data Analysis and Focus Areas and create action plan for this 90-day cycle to achieve the desired outcome.

Essential Actions	Prioritized Critical Priority #1	Prioritized Critical Priority #2	Prioritized Critical Priority #3
	Priority 1	Priority 1	4

ACTION PLAN

In each row below, list the action steps the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed (time, funding, staffing, etc.)	Person(s) Responsible for Monitoring	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Conduct weekly instructional walkthroughs focused on gradual release lesson structure (I Do, We Do, You Do) and student engagement practices.	1.1	September–November 2026	Administrative time, walkthrough tools, ESF look-for documents, district instructional support	Principal, Assistant Principal, Instructional Leadership Team	Walkthrough forms, feedback logs, coaching notes, lesson plans	Weekly	Some Progress	Increase coaching conversations for teachers needing support with small group instruction and differentiation.
Implement lesson internalization meetings to ensure teachers plan structured lessons aligned to TEKS and gradual release model.	1.1	September–November 2026	Planning time, curriculum guides, TEKS resources, district support	Principal, Assistant Principal, Grade Level Chairs	Lesson plans, PLC agendas, internalization templates, student work samples	Every 3 weeks (PLC cycle)	Some Progress	Provide modeling of strong lesson structure and continue monitoring alignment during PLC meetings.
Provide TXRL implementation support through professional development and instructional coaching.	4.1	September–November 2026	TXRL training materials, district RLA specialists, planning time	Principal, Assistant Principal, District RLA Specialist	Lesson plans, walkthrough data, student work, TXRL implementation checklists	Monthly	Some Progress	Provide additional support to teachers needing assistance with TXRL lesson components and student discourse strategies.
Monitor fidelity of high-quality instructional materials through lesson plan reviews and student work analysis.	4.1	September–November 2026	Curriculum materials, data reports, planning time	Principal, Assistant Principal, Instructional Leadership Team	Lesson plans, benchmark data, student work samples, walkthrough evidence	Every 6 weeks	Some Progress	Continue progress monitoring and provide targeted coaching based on student performance data.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Local Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Area(s), did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals? Why or why not?					
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	<table> <tr> <th>Carryover Action Steps</th><th>New Action Steps</th></tr> <tr> <td></td><td></td></tr> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				

[illegible]

Select your campus priority based on Data Analysis and create action plan for this 90-day cycle to achieve the desired outcome.

Essential Actions	Prioritized Critical Priority #1	Prioritized Critical Priority #2	Prioritized Critical Priority #3
	Priority 1	Select Priority	Select Priority

In each row below, list the action steps the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation. For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

[illegible]

At the end of this cycle, please reflect on the implementation of your Local Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

What additional actions will the campus and district take for the areas the campus did not achieve the desired outcome?

Brownsville Independent School District
Local Improvement Plan: Del Castillo- Morningside Elementary

Data Analysis and Focus Areas

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed.

District Name	Brownsville ISD	Campus Name	Del Castillo-Morningside	Superintendent	Dr. Timothy Cuff	Principal	Ivonne Barnes
District Number	031-901	Campus Number	031-901-129	DCSI	Julie A. Salinas	ESC Number	1

ASSURANCES

Board Approval Date 10-6-2026

I, the District Coordinator of School Improvement, agree 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 Local Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements.	Julie A. Salinas
I, as supervisor of the principal for this campus, agree 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 Local Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Rose Longoria
I, as principal for this campus, agree that I will coordinate with the DCSI and my supervisor to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Local Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Ivonne Barnes

Local Improvement Plan (LIP) Content Requirements:

- * An evidence-based school improvement strategy that will improve student outcomes and result in the campus no longer being D rated or having an ATS/TSI designation,
- * A description of how district and campus leaders will monitor the implementation of the plan,
- * A description of additional actions the school system will take if the plan is not successfully implemented,
- * A description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy, and
- * Student performance goals

Data Analysis

Using your accountability data from 2026, describe the specific student outcome(s), performance data, accountability indicator(s), or identified student group(s) contributing to the campus designation.

2026 TSI/ATS Identification: Special Education (Current) missed 3 indicators for three consecutive years.	The Special Education (Current) student group has persistent performance gaps across multiple Closing the Gaps indicators, which resulted in the campus being identified for targeted support and improvement.
	Special education students are not yet demonstrating grade-level mastery in RLA at the rate needed to meet the accountability target. Tier 1 instruction, accommodations, progress monitoring, and targeted intervention must be strengthened and monitored for fidelity.
	The data show that too few special education students are making the expected annual growth in RLA. Instructional teams need frequent data reviews and timely adjustments to small-group instruction and intervention based on individual student needs.
	Performance across STAAR achievement levels indicates a need to accelerate learning for special education students, with particular attention to moving students from Did Not Meet toward Approaches and from Approaches toward Meets through aligned instruction, accommodations, and intervention.

CAMPUS FOCUS AREAS

Critical Priorities	Rate Your Current System
Priority 1: Strategic Staffing & Instructional Leadership - Students need access to effective teachers and leaders.	Proficient
Priority 2: Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.	Proficient
Priority 3: Quality Observation & Feedback - Teachers improve when they receive frequent, precise, actionable feedback.	Proficient
Priority 4: Supported Student Interventions & Data Tracking - Students need timely, targeted support when learning gaps emerge.	Developing

Brownsville Independent School District
Local Improvement Plan: Del Castillo- Morningside Elementary

Data Analysis and Focus Areas

PRIORITIZED FOCUS AREAS

Essential Action: Select priority areas the campus will focus during the 2026 - 2027 school year. Rationale: Explain the reason(s) this campus chose to focus on these Critical Priorities this year. Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You may refer to the Vetted Improvement Programs found here: https://texasesf.org/ Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year. Desired Annual Outcome: For each prioritized focus area selected, create an annual goal that is specific, measurable, attainable, and realistic. District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework			
Essential Action	Prioritized Focus Area #1 Priority 2	Prioritized Focus Area #2 Priority 3	Prioritized Focus Area #3 Priority 4
Rationale	The campus must strengthen consistent, rigorous Tier 1 Instruction for students receiving special education services. The 2026 data show low RLA achievement and growth, making alignment of HQIM, IEP accommodations, specially designed instruction, and daily checks for understanding a critical need.	Frequent observation and actionable feedback are needed to ensure that accommodations, scaffolds, checks for understanding, and evidence-based instructional practices are consistently implemented for special education students.	The campus needs a tighter system for identifying skill gaps, providing targeted interventions, and tracking the response of special education students. The 2026 results show continued gaps in RLA growth and overall STAAR student success.
How will the campus build capacity in this area? Who will you partner with?	Campus administrators, special education staff, general education teachers, district Special Services, and content specialists will use PLCs, lesson-plan reviews, modeling, coaching, and collaborative planning to strengthen Tier 1 Instruction and Implementation of IEP supports.	Administrators and instructional support staff will conduct regular walkthroughs focused on rigor, student engagement, accommodations, and checks for understanding. Feedback and coaching will be provided promptly, with follow-up visits used to monitor implementation.	Grade-level teams, special education teachers, interventionists, and administrators will review checkpoint, STAAR, classroom, and progress-monitoring data during PLC/RTI meetings. District Special Services and content specialists will support intervention planning and data analysis.
Barriers to Address throughout this year	Variation in teacher knowledge of specially designed instruction and accommodations; limited collaborative planning time; unfinished learning; and the need to maintain grade-level rigor while providing appropriate scaffolds.	Competing campus responsibilities, limited coaching time, and inconsistent transfer of feedback into daily practice may affect implementation fidelity.	Scheduling intervention without loss of core instruction, maintaining consistent progress-monitoring documentation, aligning interventions to individual skill deficits, and ensuring timely data entry/review.
Desired Annual Outcome	By May 2027, the campus will increase the percentage of Special Education (Current) students meeting grade-level standard or above in RLA from 8% toward or above the 2027 target of 26% and in mathematics from 23% toward or above the 2027 target of 29%, as measured by STAAR and monitored through district checkpoints.	By May 2027, 100% of teachers serving special education students will receive recurring walkthrough feedback focused on rigorous Tier 1 Instruction, accommodations, checks for understanding, and student response, with follow-up evidence of implementation documented throughout the year.	By May 2027, the campus will increase the Special Education (Current) RLA Academic Growth Score from 39% toward or above the 2027 target of 50% and improve the STAAR Student Success component score from 15 toward or above the 2027 target of 23 through six-week data cycles and targeted intervention.
District Commitment Theory of Action	If district Special Services, curriculum leaders, and the principal supervisor provide coaching, planning support, and resources for aligned Tier 1 Instruction and Implementation of IEP services, then teachers will deliver more consistent grade-level instruction that addresses the needs of special education students.	If district and campus leaders support calibration, coaching, and follow-up on observation feedback, then teachers will implement high-impact instructional practices and required student supports with greater consistency and fidelity.	If district Special Services and content specialists support the campus in analyzing student data, selecting evidence-based interventions, and monitoring progress, then instructional teams will respond more quickly to learning gaps and improve outcomes for special education students.
What steps will the district take if the plan is not successfully implemented?	If implementation is not producing the expected progress, district and campus leaders will increase the frequency of data reviews, coaching, classroom support, and Special Services/content-specialist assistance; revise action steps and resource allocations; and provide targeted professional learning based on identified implementation gaps.		

Brownsville Independent School District
Local Improvement Plan: Del Castillo- Morningside Elementary

Cycle 1 (Sept-Nov)

CYCLE 1 90-DAY OUTCOMES (September - November)

Select your campus priority based on Data Analysis and Focus Areas and create action plan for this 90-day cycle to achieve the desired outcome.

Essential Actions	Prioritized Critical Priority #1	Prioritized Critical Priority #2	Prioritized Critical Priority #3
	Priority 2	Priority 3	Priority 4

ACTION PLAN

In each row below, list the action steps the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed (time, funding, staffing, etc.)	Person(s) Responsible for Monitoring	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Establish a Special Education data baseline and student-by-student tracker for RLA and mathematics.	Priority 4	September 2026–November 2026	STAAR/Closing the Gaps reports, TANGO/checkpoint data, IEP/ARD information, PLC time	Principal, AP/Testing Coordinator, SPED teachers, grade-level teachers	Baseline roster; Individual student data tracker; identified skill gaps; documented accommodations and services	Baseline in September; review every 6 weeks		Use each six-week review to regroup students, adjust interventions, and identify students needing intensified support.
Conduct collaborative planning and lesson-plan reviews to align HQJM, grade-level rigor, specially designed instruction, and IEP accommodations.	Priority 2	September 2026–November 2026	HQJM/curriculum framework, IEP accommodation plans, planning/PLC time, district content/SPED support	Principal/AP, SPED staff, general education teachers, district specialists	PLC agendas/minutes; lesson plans; accommodation documentation; samples of differentiated/scaffolded tasks	3 weeks		Provide modeling/coaching where plans do not show adequate alignment; follow up during walkthroughs.
Complete recurring walkthroughs focused on Special Education access to Tier 1 instruction, accommodations, checks for understanding, and student engagement.	Priority 3	September 2026–November 2026	Walkthrough tool, TTESS/STRIVE documentation, administrator calibration time	Principal/APs	Walkthrough records; written feedback; follow-up evidence; calibration notes	Weekly, with trend review every 6 weeks		Identify campuswide trends and provide targeted coaching or professional learning; revisit classrooms to verify implementation.
Implement six-week data meetings for Special Education students after checkpoints/progress monitoring.	Priority 4	September 2026–November 2026	Checkpoint data, classroom assessments, progress-monitoring records, student work, intervention documentation	Principal/AP, SPED teachers, grade-level teams, intervention staff	Data-meeting agendas; student trackers; intervention changes; documented next steps by student	Every 6 weeks		Intensify or revise interventions for students not demonstrating progress and request district specialist support when needed.
Provide targeted RLA support for Special Education students based on identified TEKS/skill deficits while protecting core Tier 1 instruction.	Priorities 2 and 4	September 2026–November 2026	Student data, HQJM intervention resources, staffing/small-group time, progress-monitoring tools	SPED teachers, RLA teachers, intervention staff, administrators	Small-group plans; student work; progress-monitoring results; checkpoint performance	Weekly monitoring; formal review every 6 weeks		Adjust groupings, instructional strategies, and intensity based on progress; celebrate growth and maintain documentation of response.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Local Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Area(s), did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals? Why or why not?	
	Carryover Action Steps New Action Steps
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	