

**Austin Independent School District**  
**Bedichek Middle School - TIP**  
**2022-2023 Targeted Improvement Plan**



**BEDICHEK**  
MIDDLE SCHOOL  
AUSTIN Independent School District

**Campus Number:** 227901054

**Board Approval Date:** December 15, 2022  
**ESF Diagnostic Date:** March 9, 2023

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

Dr. Anthony Mays  
Lindsie ONeill Almquist

**Principal:** Sarah Atkinson  
**ESC Case Manager:** Adrienne King  
**ESC Region:** 13

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Lindsie ONeill Almquist

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Lindsie ONeill Almquist

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Sarah Atkinson

# Table of Contents

- Data Analysis 4
  - Student Achievement 4
  - School Progress 4
  - Closing the Gaps 5
  - Subject Areas and Student Groups 6
- Essential Actions 7
  - Cycles 1-3 8
  - Cycle 4 8
- Cycles 9
  - Cycle 1 - (Sept – Nov) 10
  - Cycle 2 - (Dec – Feb) 15
  - Cycle 3 - (Mar – May) 20
  - Cycle 4 - (Jun – Aug) 22
- Student Data 23
  - Student Achievement and Closing the Gaps 24
  - Academic Growth 24
- Addendums 24

# Data Analysis

## Student Achievement

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

This year Bedichek is focusing on meeting 75% in approaches, 40% in Meets, and 15% in masters in Math and Reading- with a focus in Math. This will give us an overall Domain 1 score of a C or 75%.

## School Progress

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

With a focus on Domain 2A, Bedichek will continue to push towards growth for all students. Our goal is to hit 80 raw score with a 90 scaled score in Domain 2A.

## Closing the Gaps

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

Bedichek will be looking at Hispanic and White populations, with a potential increase in African American population for Domain 3 Closing the Gaps. Bedichek will continue to focus on Math for all student groups, but specifically for the two lowest performing student groups identified. Academic Achievement 9/18, Growth Status 12/14, ELP status 1/1, Student Success 5/11 giving an overall score of 78% or a C.

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

Math is focus (Domain 3)

This year, Bedichek Middle School will focus on Mathematic achievement for Hispanic and White students because we have not yet met the Closing the Gaps target for either group.

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

Meeting these targets will support us in meeting our Closing the Gaps score of a C.

# Essential Actions

## Cycles 1-3

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

**Implementation Level: Beginning Implementation**

**Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Partial Implementation**

**Key Practices:**

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

**Implementation Level: Partial Implementation**

**Key Practices:**

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

**Implementation Level: Partial Implementation**

**Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.**

## Cycle 4

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

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Key Practices:**



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

**Implementation Level: Not Yet Started**

**Key Practices:**

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

**Implementation Level: Not Yet Started**

**Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

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

We did not yet meet our target. This is our first year with online testing and students struggled with tools and strategies transfer from paper pencil to online context. Students also struggled with new item types. - especially the CR items.

### Math

We did not yet meet our target. Most math teachers are either new to Bedichek or first year teachers in the profession. Opened the school year with no assistant principals or instructional coaches which mean there were 1 no resources to support and coach new teachers

### Science

Success in science due to staff of veteran / returning teachers with well established instructional practices  
Established PLC practices and routines.

### Social Studies

Success in the masters level but did not reach goal in meets by 1% and approaches by 10%. Success in social studies masters due to teacher stability and teaching the same level for multiple years. Established PLC practices and routines.

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

### **Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

**Rationale:** Bedichek MS has a strong instructional leadership process in place, however this is a critical aspect of every school's academic success. Due to new leadership and lack of assistant principals at the beginning of the year campus principal implemented an interim process with team leads for PLCs. This is to establish and support walkthroughs, targeted feedback and observation with the Principal regularly. The new principal reports that this is valuable, but difficult due to lack of personnel especially in administration and instructional support. This will continue and will be calendared. They will refine the process, start at the beginning of the year and add APs walking in pairs to the process to further align instructional expectations and learn from one another. In this way they will be better able to support teachers in PLCs and through consistent, targeted feedback cycles. Bedichek is working on continuing to develop their leadership team in the 2022-2023 school year.

### **Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus leadership will continue to partner with experts in the field of school improvement. The leadership team will continue to attend leadership training and professional developments to further strengthen the campus leadership. The campus will continue the process in which each Assistant Principal conducts walkthroughs, practices targeted feedback and debrief with the Principal regularly.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The leadership team at Bedichek will continue in the next academic year, so APs and the CLT will continue on the processes and protocols that were established in the previous year. The principal will communicate the plan to CAC, and the faculty at the beginning of the year.

**Desired Annual Outcome:** By May, 2023 the campus leadership team will improve instructional systems by conducting 7 action-oriented observation/feedback cycles according to our campus walkthrough schedule and documented in the campus observation/feedback/action step tracker. This schedule will be built with a focus on actionable feedback to all teachers while providing the most support to teachers identified as most in need. Administrators will provide feedback aligned to the Bedichek instructional

framework.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), then the campus will develop campus instructional leaders with clear roles and responsibilities and the campus culture surveys will reflect a common vision, mission, goals and values on a safe environment and high expectations.

**Desired 90-day Outcome:** By the end of cycle 1, 100% of the CLT members will be trained using the Leverage Leadership tools and strategies through the TOT mode in order to provide quality observation feedback cycles to improve student outcomes. CLT members will complete at least 3 quality observation feedback cycles for all teachers.

**District Actions:** The district provides opportunities for ongoing support and coaching of the campus leader.

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

**Why or why not?:** Leadership has been trained and has completed 3 quality observation feedback cycles for all teachers.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The campus is not yet fully staffed- specifically the campus instruction leadership team is functioning with one principal and one substitute AP (should have two AP's and is down 5 administrators from last year).	Action Step 1	Once the CLT is completely staffed, they will have clear, written, and transparent roles and responsibilities.
Due to staffing changes, the position of Instructional Coach has been eliminated (district wide).	Action Step 2	Department chairs and grade level leads are being equipped to lead their peers in PLC and DDI.
Calibrating the new leadership team is challenging when staff is hired later in the year.	Action Step 3	Scheduling weekly leadership meetings will help keep leadership on the same page as they work together.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Campus instructional leaders will develop clear, written, and transparent roles and responsibilities.</p> <p><b>Evidence Used to Determine Progress:</b> Written Roles and Responsibilities</p> <p><b>Person(s) Responsible:</b> Principal ILC Team Leads DCSI</p> <p><b>Non-Funded Resources Needed:</b> Leverage Leadership book/text</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> NA</p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> The CLT will use the clear, written, and transparent roles and responsibilities to lead department and grade-level teams.</p> <p><b>Evidence Used to Determine Progress:</b> Campus instructional leaders utilize written protocols via agendas.</p> <p><b>Person(s) Responsible:</b> Principal and Campus Instructional Leaders</p> <p><b>Non-Funded Resources Needed:</b> Leverage Leadership and Get Better Faster books/texts</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> NA</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.</p> <p><b>Evidence Used to Determine Progress:</b> Leadership Calendar</p> <p><b>Person(s) Responsible:</b> Principal DCSI Substitute AP</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> The leadership team wasn't fully staffed until first week of November.</p>

## Cycle 1 - (Sept – Nov)

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

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

**Rationale:** Bedichek MS has several DDI systems already in place for student intervention which the instructional leadership team continues to build upon. There are pockets of excellence on campus regarding the use of data-driven instruction, but not all campus-wide DDI systems are solidly in place. There is a distinct focus on data this year and the ILT is being rebuilt this school year due to the assistant principal being promoted to principal, no current AP's and IC's are put back as full time teachers.

Through training and professional development, as well as clarification of roles, must be refined for this focus in our effort to advance gains in student academic progress. Additionally, there has been a gradual release of the responsibility of certain systems, e.g. interventions, enrichment, trackers, etc., to teachers to assist in the refinement of these processes and systems and provide a means for additional student gains. The leadership's reasoning behind working toward a full implementation of Essential Action 5.3 is not only to improve DDI systems, but that it will also have a positive ripple effect on EA 5.1: Objective-driven daily lesson plans with formative assessments.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The campus will partner with the accountability office to establish data systems. We will build our capacity in PLCs around backwards design in real time, and focus professional development opportunities around corrective instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** At the beginning of the 2022-23 school year, the principal will clarify roles of PLCs and the faculty at the beginning of the year. Campus will look at refining the PLC process to ensure that they are data-driven, and clarifying roles and responsibilities. Students will track their data and standards using e-binder system to see year long progress.

**Desired Annual Outcome:** By May 2023, teachers in tested core subject areas will utilize the PLC data analysis protocol within 10 days after at each campus created common assessment and district created SCA. This will result in net gains across content areas as identified by the various student data goals for each subject area in this TIP plan.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), then the campus will develop campus instructional leaders with clear roles and responsibilities and the campus culture surveys will reflect a common vision, mission, goals and values on a safe environment and high expectations.

**Desired 90-day Outcome:** By the end of Cycle 1, 100% of department chairs and core PLC leads will be trained and utilize the common assessment data tracker to monitor student progress and improve academic outcomes, as evidenced PLC meeting agendas and data tracker progress monitoring.

**District Actions:** The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback).

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

**Why or why not?:** The department chairs and core PLC leads were trained and utilize the common assessment data tracker to monitor student progress.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The CLT is still not fully staffed.	Action Step 1	Teachers and Instructional Leads will be learning to facilitate DDI among their teams and peers.
The PLC's are accustomed to having an instructional coach and assistant principal facilitate the DDI process.	Action Step 3	Team leads are being trained to lead PLC's.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The campus does not yet have a campus-wide display of student data progress .	Action Step 2	The principal and team leads will work with students to create a campus wide display of student growth.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p><b>Evidence Used to Determine Progress:</b> Campus created "Growth Targets" Google sheet for Math and Reading.</p> <p><b>Person(s) Responsible:</b> Principal, DCSI, ILT, Teachers</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> NA</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.</p> <p><b>Evidence Used to Determine Progress:</b> Student Data Tracking form- located in their eBinders as well as a campus bulletin board highlighting 6,7,8 grade growth/ progress on SCA's in Math/ Reading</p> <p><b>Person(s) Responsible:</b> Principal, ILT (Department Leads)</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> NA</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p><b>Evidence Used to Determine Progress:</b> Master Schedule- Agenda/ meeting minutes from the PLC.</p> <p><b>Person(s) Responsible:</b> Principal, ILC, Teachers</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> NA</p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> Campus leadership will provide PLC protocol training for all core teachers prior to school starting.</p> <p><b>Evidence Used to Determine Progress:</b> Documentation will be the agenda from the training.</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Non-Funded Resources Needed:</b> none</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 10, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 10, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> NA</p>

## Cycle 2 - (Dec – Feb)

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

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

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

**Rationale:** Bedichek MS has a strong instructional leadership process in place, however this is a critical aspect of every school's academic success. Due to new leadership and lack of assistant principals at the beginning of the year campus principal implemented an interim process with team leads for PLCs. This is to establish and support walkthroughs, targeted feedback and observation with the Principal regularly. The new principal reports that this is valuable, but difficult due to lack of personnel especially in administration and instructional support. This will continue and will be calendared. They will refine the process, start at the beginning of the year and add APs walking in pairs to the process to further align instructional expectations and learn from one another. In this way they will be better able to support teachers in PLCs and through consistent, targeted feedback cycles. Bedichek is working on continuing to develop their leadership team in the 2022-2023 school year.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus leadership will continue to partner with experts in the field of school improvement. The leadership team will continue to attend leadership training and professional developments to further strengthen the campus leadership. The campus will continue the process in which each Assistant Principal conducts walkthroughs, practices targeted feedback and debrief with the Principal regularly.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The leadership team at Bedichek will continue in the next academic year, so APs and the CLT will continue on the processes and protocols that were established in the previous year. The principal will communicate the plan to CAC, and the faculty at the beginning of the year.

**Desired Annual Outcome:** By May, 2023 the campus leadership team will improve instructional systems by conducting 7 action-oriented observation/feedback cycles according to our campus walkthrough schedule and documented in the campus observation/feedback/action step tracker. This schedule will be built with a focus on actionable feedback to all teachers while providing the most support to teachers identified as most in need. Administrators will provide feedback aligned to the Bedichek instructional framework.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), then the campus will develop campus instructional leaders with clear roles and responsibilities and the campus culture surveys will reflect a common vision, mission, goals and values on a safe environment and high expectations.

**Desired 90-day Outcome:** By the end of cycle 2, 100% of the trained CLT members will demonstrate a clear understanding of the Leverage Leadership tools and strategies through weekly PLC's facilitated by teachers. The CLT members will complete at least 1 additional observation feedback cycle for all teachers.

**District Actions:** The district provides opportunities for ongoing support and coaching of the campus leader.

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

**Why or why not?:**



What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
It is mid October and the administrative staff is not yet in place- New AP will be on board at the end of October.	Action Step 1	As new situations are coming up, the campus principal is ironing out who can take on different responsibilities such as LPAC, 504, etc.
Decrease from three to two AP's- both AP's are new to administration- they cannot fulfill all of campus administrative tasks due to mandatory training from AISD.	Action Step 1	The principal is using a gradual release model to support new staff in taking full accountability for designated tasks and responsibilities.
The current administrative staff is swamped with discipline and struggling to find time to be in classrooms.	Action Step 3	The principal is creating a strategic schedule to find time to meet weekly to look at student data.
Decrease from three to two AP's- both AP's are new to administration- they cannot fulfill all of campus administrative tasks due to mandatory training from AISD.	Action Step 2	After completion of the district evaluation system PPFT, the principal will guide the new AP's in using campus weekly walkthrough schedules to assure support for teaching and learning.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Once the staff is in place, the principal and APs will develop clear, written, and transparent roles and responsibilities to manage section 504, LPAC, ARD's, lunchroom duty, discipline needs, and other logistical responsibilities.</p> <p><b>Evidence Used to Determine Progress:</b> Written Roles and Responsibilities</p> <p><b>Person(s) Responsible:</b> Principal APs</p> <p><b>Non-Funded Resources Needed:</b> Leverage Leadership book/text</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> The principal and APs will use the clear, written, and transparent roles and responsibilities to lead department and grade-level teams in PLC's, classroom walkthroughs, data analysis, and "Just in Time Coaching" with a reduced administrative staff and in the absence of instructional coaches.</p> <p><b>Evidence Used to Determine Progress:</b> Principal and APs will utilize written protocols via agendas.</p> <p><b>Person(s) Responsible:</b> Principal and APs</p> <p><b>Non-Funded Resources Needed:</b> Leverage Leadership and Get Better Faster books/texts</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.</p> <p><b>Evidence Used to Determine Progress:</b> Leadership Calendar</p> <p><b>Person(s) Responsible:</b> Principal APs Dept Chairs</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

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

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

**Rationale:** Bedichek MS has several DDI systems already in place for student intervention which the instructional leadership team continues to build upon. There are pockets of excellence on campus regarding the use of data-driven instruction, but not all campus-wide DDI systems are solidly in place. There is a distinct focus on data this year and the ILT is being rebuilt this school year due to the assistant principal being promoted to principal, no current AP's and IC's are put back as full time teachers.

Through training and professional development, as well as clarification of roles, must be refined for this focus in our effort to advance gains in student academic progress. Additionally, there has been a gradual release of the responsibility of certain systems, e.g. interventions, enrichment, trackers, etc., to teachers to assist in the refinement of these processes and systems and provide a means for additional student gains. The leadership's reasoning behind working toward a full implementation of Essential Action 5.3 is not only to improve DDI systems, but that it will also have a positive ripple effect on EA 5.1: Objective-driven daily lesson plans with formative assessments.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The campus will partner with the accountability office to establish data systems. We will build our capacity in PLCs around backwards design in real time, and focus professional development opportunities around corrective instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** At the beginning of the 2022-23 school year, the principal will clarify roles of PLCs and the faculty at the beginning of the year. Campus will look at refining the PLC process to ensure that they are data-driven, and clarifying roles and responsibilities. Students will track their data and standards using e-binder system to see year long progress.

**Desired Annual Outcome:** By May 2023, teachers in tested core subject areas will utilize the PLC data analysis protocol within 10 days after at each campus created common assessment and district created SCA. This will result in net gains across content areas as identified by the various student data goals for each subject area in this TIP plan.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), then the campus will develop campus instructional leaders with clear roles and responsibilities and the campus culture surveys will reflect a common vision, mission, goals and values on a safe environment and high expectations.

**Desired 90-day Outcome:** By the end of Cycle 2, 100% of trained department chairs and core PLC leads will use the common assessment data protocol to analyze and respond to SCA 2 data to monitor student growth and design effective interventions as evidenced by data tracker and lesson plans.

**District Actions:** The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback).

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

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
SCA 1 results show that students are significantly less proficient in math and reading than expected based on last years data.	Action Step 1, Action Step 2, Action Step 3	The principal is monitoring data and working with staff to develop plans for intervention.
5 of the 7 math teachers are new to the building and/ or new to teaching.	Action Step 1, Action Step 3	Trend data is used to determine level of teacher support.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Campus instructional leaders, department chairs and teachers will utilize a data wall to review disaggregated data to track and monitor the progress of all students based on SCA2 and make instructional adjustments to assure students success in identified/ targeted areas.</p> <p><b>Evidence Used to Determine Progress:</b> District created data tracker "Growth Targets" for Math and Reading. SCA Data</p> <p><b>Person(s) Responsible:</b> Principal, DCSI, ILT, Teachers</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Based on SCA 1 data, campus growth goals were established and communicated to students and staff and incentives are provided. Following SCA 2, 6th, 7th and 8th grade math and reading data will be visible in the courtyard and communicated throughout the campus to continue to foster student ownership and goal setting.</p> <p><b>Evidence Used to Determine Progress:</b> Student Data Tracking form Growth Target Certificate- Students reaching their growth target will also receive a certificate for their hard work- the same process will happen for SCA 2</p> <p><b>Person(s) Responsible:</b> Principal, ILT (Department Leads) Students</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers in PLC's will utilize campus based common assessments every three weeks to evaluate student progress and make instructional adjustments, plan interventions and deliver supplemental services.</p> <p><b>Evidence Used to Determine Progress:</b> Master Schedule- Agenda/ meeting minutes from the PLC.</p> <p><b>Person(s) Responsible:</b> Principal, ILC, Teachers</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>

### Cycle 3 - (Mar – May)

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

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

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

**Rationale:** Bedichek MS has a strong instructional leadership process in place, however this is a critical aspect of every school's academic success. Due to new leadership and lack of assistant principals at the beginning of the year campus principal implemented an interim process with team leads for PLCs. This is to establish and support walkthroughs, targeted feedback and observation with the Principal regularly. The new principal reports that this is valuable, but difficult due to lack of personnel especially in administration and instructional support. This will continue and will be calendared. They will refine the process, start at the beginning of the year and add APs walking in pairs to the process to further align instructional expectations and learn from one another. In this way they will be better able to support teachers in PLCs and through consistent, targeted feedback cycles. Bedichek is working on continuing to develop their leadership team in the 2022-2023 school year.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus leadership will continue to partner with experts in the field of school improvement. The leadership team will continue to attend leadership training and professional developments to further strengthen the campus leadership. The campus will continue the process in which each Assistant Principal conducts walkthroughs, practices targeted feedback and debrief with the Principal regularly.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The leadership team at Bedichek will continue in the next academic year, so APs and the CLT will continue on the processes and protocols that were established in the previous year. The principal will communicate the plan to CAC, and the faculty at the beginning of the year.

**Desired Annual Outcome:** By May, 2023 the campus leadership team will improve instructional systems by conducting 7 action-oriented observation/feedback cycles according to our campus walkthrough schedule and documented in the campus observation/feedback/action step tracker. This schedule will be built with a focus on actionable feedback to all teachers while providing the most support to teachers identified as most in need. Administrators will provide feedback aligned to the Bedichek instructional framework.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), then the campus will develop campus instructional leaders with clear roles and responsibilities and the campus culture surveys will reflect a common vision, mission, goals and values on a safe environment and high expectations.

**Desired 90-day Outcome:** By the end of cycle 3, 100% of the trained CLT members will model Leverage Leadership best practices (TOT model) as evidenced by documented walkthroughs with specific and targeted feedback. The CLT members will complete at least 3 additional observation feedback cycle for all teachers. At the end of cycle 3 all teachers would have received 7 observation feedback cycles.

**District Actions:** The district provides opportunities for ongoing support and coaching of the campus leader.

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

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

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

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

**Rationale:** Bedichek MS has several DDI systems already in place for student intervention which the instructional leadership team continues to build upon. There are pockets of excellence on campus regarding the use of data-driven instruction, but not all campus-wide DDI systems are solidly in place. There is a distinct focus on data this year and the ILT is being rebuilt this school year due to the assistant principal being promoted to principal, no current AP's and IC's are put back as full time teachers.

Through training and professional development, as well as clarification of roles, must be refined for this focus in our effort to advance gains in student academic progress. Additionally, there has been a gradual release of the responsibility of certain systems, e.g. interventions, enrichment, trackers, etc., to teachers to assist in the refinement of these processes and systems and provide a means for additional student gains. The leadership's reasoning behind working toward a full implementation of Essential Action 5.3 is not only to improve DDI systems, but that it will also have a positive ripple effect on EA 5.1: Objective-driven daily lesson plans with formative assessments.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The campus will partner with the accountability office to establish data systems. We will build our capacity in PLCs around backwards design in real time, and focus professional development opportunities around corrective instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** At the beginning of the 2022-23 school year, the principal will clarify roles of PLCs and the faculty at the beginning of the year. Campus will look at refining the PLC process to ensure that they are data-driven, and clarifying roles and responsibilities. Students will track their data and standards using e-binder system to see year long progress.

**Desired Annual Outcome:** By May 2023, teachers in tested core subject areas will utilize the PLC data analysis protocol within 10 days after at each campus created common assessment and district created SCA. This will result in net gains across content areas as identified by the various student data goals for each subject area in this TIP plan.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), then the campus will develop campus instructional leaders with clear roles and responsibilities and the campus culture surveys will reflect a common vision, mission, goals and values on a safe environment and high expectations.

**Desired 90-day Outcome:** By the end of Cycle 3, 100% of trained department chairs and core PLC leads will be utilizing the established data analysis protocol in weekly PLC's to close learning gaps identified after SCA 1 and 2 in Math and Reading, as evidenced by a 5% move of all students from did not meet to approaches, approaches to meets, and meets to masters.

**District Actions:** The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback).

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

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	327	47	68	N/A	Interim Assessment	75	42	Interim Assessment	75		75	
			All	All	Reading	Meets	STAAR	327	23	41	N/A	Interim Assessment	40	15	Interim Assessment	40		40	
			All	All	Reading	Masters	STAAR	327	9	23	N/A	Interim Assessment	15	7	Interim Assessment	15		15	
			All	All	Mathematics	Approaches	STAAR	327	48	70	N/A	Interim Assessment	75	61	Interim Assessment	75		75	
			All	All	Mathematics	Meets	STAAR	327	19	35	N/A	Interim Assessment	40	27	Interim Assessment	40		40	
			All	All	Mathematics	Masters	STAAR	327	5	14	N/A	Interim Assessment	15	11	Interim Assessment	15		15	
			All	All	Science	Approaches	STAAR	248	36	69	N/A	Interim Assessment	75	76	Interim Assessment	75		75	
			All	All	Science	Meets	STAAR	248	18	38	N/A	Interim Assessment	40	46	Interim Assessment	40		40	
			All	All	Science	Masters	STAAR	248	9	14	N/A	Interim Assessment	15	30	Interim Assessment	15		15	
			All	All	Social Studies	Approaches	STAAR	248	24	42	N/A	Interim Assessment	75	65	Interim Assessment	75		75	
			All	All	Social Studies	Meets	STAAR	248	8	12	N/A	Interim Assessment	40	39	Interim Assessment	40		40	
All	All	Social Studies	Masters	STAAR	248	5	6	N/A	Interim Assessment	15	24	Interim Assessment	15		15				
Closing the Gaps	Focus 1	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	36	36	97	Interim Assessment	40	27	Interim Assessment	40		40	
	Focus 2	Academic Achievement	All	White	Mathematics	N/A	Mathematics	N/A	47	52	97	Interim Assessment	59	31	Interim Assessment	59		59	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	327	Did Not Meet	23	25	58	25		25	
					Approaches	46	75	42	75		75	
					Meets	22	40	15	40		40	
					Masters	9	15	7	15		15	
	Math	All	STAAR	376	Did Not Meet	29	25	39	25		25	
					Approaches	47	75	61	75		75	
					Meets	19	40	27	40		40	
					Masters	5	15	11	15		15	



# Addendums

## 22-23 Bedichek Administrative Responsibilities

(PINK) Denotes first semester PPFT. You are responsible for appraising all personnel listed.

Principal	Assistant Principal	Assistant Principal	Project Specialist
<b>Atkinson - Monitor all Systems</b>	<b>Lindelov</b>	<b>Diaz</b>	<b>Ayala</b>
<b>AVID, Einstein, Entrep., Dual Language</b>	<b>Einstein/Entrepreneurship and AVID Leadership Teams</b>	<b>Dual Language and AVID Leadership Teams</b>	
PLC Lead for Math/SS/AVID Lesson Planning and Grades, Admin Team, Instructional Cabinet, CAC, and PTA	PLC Lead for - ELAR, SPED, Fine Arts Monitor Lesson Planning and Grades	PLC Lead for - Math, Science, Lote, PE, CTE Monitor Lesson Planning and Grades	
<b>Att/Discipline/ARD - Monitor Schoolwide Systems</b>	<b>8th Grade &amp; 7th Split (A - L) Att/Discipline/ARD /504/LPAC Data Collection</b>	<b>6th Grade &amp; 7th Split ( M- Z) Att/Discipline/ARD /504/LPAC Data Collection</b>	
Project Specialist (1)	SPED TAs (9)	Custodians (5)	
Admin Team (2)	Guitar and Orchestra (2)	Science Dept (5)	
Front Office Staff (5)	Band, Theater, Art (3)	Spanish (2)	
Parent Support Specialist (1)	Choir (1)	CTE (3)	
Counselor (1)	Special Ed. Dept (11)	PE and Jr. Marines (2)	
Librarian (1)		Math Dept (7)	
ISS (1)			
AVID (3)			
ELAR and ESOL (7)			
SS (5)			
<i>SLO - Teachers above</i>	<i>SLO - Teachers above</i>	<i>SLO - Teachers above</i>	
PPFT Summative (Teachers above)	PPFT Summative (Teachers above)	PPFT Summative (Teachers above)	
Other Appraisals - All Staff Above	Other Appraisals - All Staff Above	Other Appraisals - All Staff Above	
<i>Staff Development</i>	<i>Staff Development</i>	<i>Staff Development</i>	<i>Staff Development</i>
Leadership Meetings	Staffing - Areas Above	Staffing - Areas Above	504 setup
Monitor Grading	Transfer Status	Transfer Status	LPAC setup
Budget	Monitor Grading	Monitor Grading	HB 4545
Master Schedule	MapGrowth	MapGrowth	campus supervision
Employees of the Month	School City	School City	
Faculty Meetings	STAAR CTC	TELPAS CTC	
Instructional Cabinet	504	LPAC	
Principal Meetings	SEL/CLI	SEL/CLI	
UE 2.0	GPC 8-9 (22-23)	Sunshine Lead (social calendar)	
Staffing - ALL	ACE Afterschool Program	Coordinated School Health	
Payroll	CARY	Student Climate Survey	
PTA	Communitites In Schools	Staff Climate Survey	
TIP/CIP Development	Child Study Team	Teacher of the Year / Promise	
CAC	Campus Safety Coordinator	Textbooks	
School Messenger	Advanced Academic Meetings/ EMAP	PBIS/ student incentive plan	
Public Relations	Grade Level meeting Agendas	Back to School Night	
District Liaison	Passing Period Patrol	Attendance Committee	
PLC Process/Lesson Plans	transition camp 6th & 7th	Bobcat Roundup	
Advanced Academics	No Place for Hate Committee	Online Registration	
School City	Campus Based Counseling	Morning Duty Roster - Monitor	
Student Recruitment	Technology Distribution	Spanish ARD Administrator	
Dropout Prevention	<i>Monitor Transfer Students</i>	<i>Monitor Transfer Students</i>	
PBIS	<i>Walkthroughs (5 per week)</i>	<i>Walkthroughs (5 per week)</i>	
EOC CTC	<i>Campus Supervision</i>	<i>Campus Supervision</i>	
Admin Duty Schedule	<i>Evening Supervision</i>	<i>Evening Supervision</i>	
Title 1 Compliance			
Campus Marketing			
<i>Walkthroughs (5 per week)</i>			
<i>Campus Supervision</i>			
<i>Evening Supervision</i>			

	Lin	Diaz	Atk
PPFT Summatives	17	19	15
Other appraisals	9	5	12

S1 PPFT			
S2 PPFT			
Total PPFT	0	0	0

Assignments	Lindelow - prior experience	Diaz - prior experience	Lindelow - final	Diaz - final
ACE Afterschool Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARY	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communitites In Schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Child Study Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coordinated School Health Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SEL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Climate Survey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Staff Climate Survey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher of the Year / Promise	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Campus Safety Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced Academic Meetings/ EMAP	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grade Level meeting Agendas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Passing Period Patrol	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
transition camp 6th & 7th	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PBIS/ student incentive plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Back to School Night	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
No Place for Hate Committee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attendance Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Creative Learning Initiative	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bobcat Roundup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Morning Duty Roster - Monitor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Campus Based Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology Distribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sunchine Comm (Social )				<input checked="" type="checkbox"/>

Assigned	Time	C-Day	A-Day	B-Day	A-Day	B-Day
Dolma	10:00 - 10:45		8th Math	7th Math	8th Science	7th Math
Malin	10:45 - 11:20		8th ELA	7th ELA	8th ELA	7th ELA
Atkinson	10:00 - 11:20		8th SS/Math	7th SS/Math	8th SS/Math	7th SS/Math
Dolma	2:15 - 3:00		6th Math		6th Math	
Malin	3:00-3:45		6th ELA		6th ELA	
Atkinson	2:15 - 3:45		6th SS/Math		6th SS/Math	

Assigned	PLC	Meeting Day	Meeting Time
Dolma	LOTE		
Dolma	PE		
Dolma	CTE		
Malin	SPED		
Malin	Fine Arts		

Lindelov	Diaz
Brown, Charlie	Cruzcosa, Michael
Medlin, Bailey	Fisher, Trey
Paine, Kristen	Miller, Allana
Carrasco, Robert	Ramos, Andrea
Parker, Kaylynn	Smith-Bell, Jada
Chaires, Julie	Dorth, Kiley
Brown, Elizabeth	Newnham, Tony
Klepac, Courtney	Aceves, Chelsea
Marks, John	Halsey, Sarah
Blank, Alex	Mederos, Christine
Jackson, Jameson	Edwards, Brandon
Pedroza, Aadrian	Longoria, Jessica
Nichols, Andrea	Stamman, Marian
Ford, Casey	Pacheco, Rachel
Barts, Sarah	Dickerson, Sarah
Mendoza, April	Gonzales, Chris
Pleitz, Jonathan	Guerra, Jessica
Sanchez, Jordan	Romero, Homero
Coutee, Miranda	Rutigliano, Kristin
Fancher, Becky	Campbell, Mary
Riley, Michelle	Szarzynski, Sarah
Stewart, Samantha	Abernathy, Elizabeth
Swasey, Philip	Suchma, Chris
Marks, John	Vaugh, Hannah
Sanchez, Jordan	Kenny, Michael
Smith, Lauren	Aromy, Emily
27 needed	Bryant, Kerry

Key
need 1 wt
need 2 wts
completed 3