



DOBIE
MIDDLE SCHOOL
 AUSTIN Independent School District
2019-20 Campus Improvement Plan

Including Zone Innovation Plan and Targeted Improvement Plan

Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools.

Campus Programming

Northeast Austin Communities for Educational Readiness (NACER): The NACER family of schools is comprised of 8 elementary schools and 2 middle schools that feed into Northeast Early College High School. By working closely together toward shared academic and community goals, we ensure that our students are primed for success when they walk through any of our doors. www.nacer.org

Problem Based Learning: The campus is implementing Problem Based Learning through the creation of standards based-learning units grounded in real-world, authentic problems or challenges that are connected to the lived experiences of the students and their community.

College Readiness: AVID (Advancement Via Individual Determination), Early College Prep, High School course offerings, Pre-AP course offerings, Advanced math sequence, and GEAR-UP

Career and Technical Education: Graphic Design, Video Game Design, Technology Literacy, Culinary Arts, Family, Food and Finance, Project Lead the Way Web Technologies, and Investigating Careers in STEM

Fine Arts: Advanced Theater, Art, Band, Choir, Guitar, Orchestra, Theater Arts

Special Education: Adapted PE, Life Skills, Resource, Social Behavioral Skills (SBS)

World Languages: Spanish and Spanish for Spanish Speakers

Cultural Proficiency and Inclusiveness: Restorative Practices

Wrap-Around Services: Free after-school programs, Family Resource Center, Community School, after-school meals, snack program, Communities In Schools (CIS), and mentoring

Zone Innovation

Action Plan #1: During the 19-20 SY, we will increase reading intervention classes to support our ELL students.

Academic team will pull data after the rollover to create the focus groups that will be in targeted Tiered Reading Intervention classes.

Tiered Reading classes will be created.

Intervention Schedules will be created to give an additional reading intervention class to all ELL students who did not meet approaches grade level on the previous year Reading STAAR.

We will ISIP test students to determine if additional students need to be placed in reading intervention classes.

Lever 3: Positive School Culture

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

Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.

Provide professional development sessions for 6th grade teachers regarding Culturally Responsive Restorative Practices (CRRP) this summer then engage stakeholders on the Aug 6-8th to update the discipline matrix/framework in line with the refined campus' mission, vision, and values with stakeholders.

CRRP 101: 6th grade teachers will be trained by December 2019. 7th grade teachers will be trained by May 2020

Create and monitor the yearly calendar for meetings related to culture to update as needed.

Cycle 2: Teachers use the matrix to guide them regarding when to administer a consequence and what that consequence should be. Monthly meetings are held to discuss the impact of the matrix and any modifications needed.

Cycle 2: Roll out the CRRP training that was not available in the fall by February so that all teachers are trained and are working on being culturally aware when dealing with student discipline. (EIR Grant)

Cycle 3: 100% of teachers participate in restorative circles and follow the matrix guidelines. 50% of the staff run restorative circles.

Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Create a system for identifying indicators of the campus mission, vision and values in daily life, and develop methods to acknowledge those positive values.

Cycle 2: All classrooms and common areas will have a visual that displays the Dobie Mission or Vision/ Values.

Cycle 3: Merge meetings are held, at least monthly, to align staff around the campus vision, Mission or Vision/values.

Regular campus climate surveys assess and measure progress on student and staff experiences.

Administer quarterly staff, student and parent surveys to measure the student and staff experience

AVID Schoolwide Leadership: AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

Expand AVID organizational expectations to every classroom.

Cycle 2: The top 20% of 8th grade students will be invited to take the TSI assessment for high school credit.

Cycle 3: Provide tutoring to students who do not pass the TSI test with the goal of 100% of the students taking TSI passing it.

Lever 5: Effective Instruction

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments

All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.

Revise lesson plan template to include all elements in Essential Action 5.1, including exemplar responses and revise and align walk-through form for all core teachers.

Cycle 2: Monitor lesson plan submission and identify patterns

Cycle 3: Monitor lesson plans and provide PD on areas of need

Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

Norm around expectations for lesson plan review and feedback (with emphasis on rigor and alignment of formative assessments and exemplar responses) for all core teachers.

Cycle 2: Review the lesson planning feedback document to identify patterns and PD needs

Cycle 3: During walk-throughs, ensure PD provided regarding lesson planning needs has been thoughtfully implemented as evidenced by observed lesson elements.

Essential Action 5.2: Effective classroom routines and instructional strategies

AVID Schoolwide Instruction: AVID Schoolwide instruction occurs when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

By the end of the 2019-2020 school year, $\geq 80\%$ of all students will use AVID best practices in all classes and in all units, including structures for inquiry, structured note-taking, digital and cooperative learning, school-wide organization practices, leadership training and goal setting. (CCI 1.1.1-9)

BINDER CHECKS: All core content teachers will conduct weekly binder checks according to content areas and for a grade. These checks will look for content area SIM and other organization strategies, supplies and agendas.

LESSON PLANNING: All core courses will show evidence of lessons including structures for inquiry (Philosophical Chairs, Socratic Seminar, QSSA, Higher Level Questioning Routine), structured note-taking (Cornell, One-Pagers, FRAMES), digital learning (BLEND, Google Classroom), cooperative learning (group projects, cooperative writing, cooperative roles, PBL), leadership training (rotating group roles, Collaborative Study Groups, restorative Circles focusing on Communication, Collaboration, and Conflict Management), and goal setting (before and after unit reflections). These will be scheduled within each core teacher's lesson plans, turned in 2 weeks before estimated teaching date. These will be observed throughout the school year on the planned lesson days by the Coordinator or AVID Elective Teacher. One of the "Dobie 5" AVID Strategies (Philosophical Chairs,

Socratic Seminar, Collaborative Study Groups, Layered Notes, Quick Writes) per semester, with all “Dobie 5” taught by core teachers least once per semester.
OBSERVATIONS: AVID Coordinator and AVID Elective Teacher will do random checks through classroom teachers. Lack of participation will be reported to Academic Dean and Principal. Coordinator and AVID Elective Teacher will document evidence on a spreadsheet in the Dobie AVID Site Team Drive
By the end of the 2019-2020 school year, >=80% of all students will use technology as a tool of collaboration in core classes, including use of BLEND, i-Ready, IXL, Dreambox, Imagine Learning, Actively Learn, or other digital tools. (CCI 1.1.7)
INSTRUCTIONAL TECHNOLOGY: All core teachers will utilize technology as a tool for collaboration once per semester. Professional development will be provided for teachers BLEND, i-Ready, IXL, Dreambox, Imagine Learning, Actively Learn, or other technology that can be used as tools for collaboration. AVID Coordinator and AVID Elective teacher will do checks every semester through students and in core classes to assess validity. Lack of participation will be reported to Academic Dean and Principal. Coordinator and AVID Elective Teacher will document evidence on a spreadsheet in the Dobie AVID Site Team Drive.
OBSERVATIONS: All core teachers will show evidence of technology as a tool for collaboration lessons including use BLEND, i-Ready, IXL, Dreambox, Imagine Learning, Actively Learn, or other digital tools. Students will use technology as a tool for learning or Blended learning in their core classes at least once per semester.
AVID Schoolwide Systems: AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improved academic performance for all students.
By the end of the 2019-2020 school year, 100% of all core classroom teachers will be trained in Philosophical Chairs, Socratic Seminar, Collaborative Study Groups, GIST, and One-Pagers with the expectation they will implement at least one of these specific practices each unit, and all 5 practices at least once per semester. (CCI 1.1.1-9, 2.4.38-41)
PROFESSIONAL LEARNING: AVID will be a part of school wide professional development at least three times in School Year 2019-2020 (SY1920), with enough time to train at least one of the Dobie 5 to either content or grade level teams/groups. All core teachers will be expected to implement the strategies they learned in each unit and throughout the year. (See Goal 1). The AVID Coordinator will select two additional trainers to teach each Strand. We will split the staff in randomized groups. Each group will participate in a strand. They will learn the next strand in the next PD. Strand 1: Collaborative Study Groups Strand 2: Philosophical Chairs and Upper Level Thinking Games Strand 3: Socratic Seminar
PROFESSIONAL LEARNING COMMUNITIES: AVID will also present strategies and address questions regarding implementation in core teacher PLCs throughout the year, at least twice per semester. All core teachers will be expected to implement the strategies they learned in each unit and throughout the year (See Goal 1). The AVID Coordinator will perform the trainings. She will work with administration and the AVID Elective teacher to cover her classes these four days.
AVID Schoolwide Culture: AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.
During the 2019-2020 school year, the AVID Site Team will work together with Communities in Schools, Gear Up, the Family Resource Center, and Restorative Practices to host three “Community and Family Nights” which will incorporate access to community resources, showcasing of student work, presentations about leadership and schoolwide AVID skills and practices (such as binders or Philosophical Chairs), and information regarding college and financial aid. (CCI 4.2.3-5)
Two Community Family Nights will be planned by the A-Team with a focus on showcasing The Dobie Way through a restorative lens by showcasing student work, presentations about leadership and schoolwide AVID systems, college and financial aid, and community resources. CIS, Family Resource Center, Restorative Practice Specialist, AVID Site Committee/A-Team, potentially PBL teachers and elective teachers will select a dates of the CFNs (fall and spring) and their level of participation in each. These CFNs will not be solely AVID, but will incorporate AVID’s schoolwide and community wide applications to all community and family members.
Essential Action 5.3: Data driven instruction
Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.
Students set individual goals in math and reading and monitor those goals using ISIP/iReady and Math common assessments.
Use raw score conversion tools to inform teachers regarding how a student moves to a higher STAAR performance category or stays at masters and monitor student’s achievement by approaches, meets and masters.
Cycle 2: Disaggregate data for special targeted populations: African American, English Learners, Special Education in all core subjects.
Cycle 3: All teachers group students according to SEs they need to practice and master and design a process for re-teaching SEs