

Bedichek Middle School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



BEDICHEK
MIDDLE SCHOOL
AUSTIN Independent School District

Michael Herbin
6800 Bill Hughes Road, Austin, TX 78745
(512) 414-3265
michael.herbin@austinisd.org

Campus Vision

Advancing individual determination and academic growth through a commitment to the whole child.

Campus Mission

At Bedichek Middle School we focus on whole child education. Our mission is to empower our students:

- to become leaders in and out of the classroom
- to think and act creatively
- to grow academically
- to have high expectations of themselves

Campus Goals

- Offer all students an expansive variety of educational opportunities that encompass a wealth of college, career, military, and fine arts experiences
- Provide fine arts offerings that rival private instruction
- Establish a school-wide culture of college readiness that aligns the the AVID framework
- Close the opportunity gap, by ensuring students have access to the most rigorous courses and advanced academic pathways
- Instill a growth mindset in our students through continuously setting goals and reflecting on progress
- Involve every student in at least one campus-based program or pathway (examples: entrepreneurship, orchestra, steel drums, advanced art, PLTW, yearbook, varsity soccer, AVID, Einstein Jr., etc.)
- Develop students who fit the Bedichek student profile of being a: confident risk taker, lifelong learner, creative, innovative, SEL proficient, self-advocate, and possessing strong 21st century professional skills.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2020-21 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Bedichek MS has a strong instructional leadership process in place, however this is a critical aspect of every school's academic success. The campus implemented a process in which each Assistant Principal conducted walkthroughs, practices targeted feedback and debriefed with the Principal regularly. The APs report that the process was valuable and contributed significantly to their growth as instructional leaders. 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.

How will the campus build capacity in this area? Who will you partner with?

The leadership team will continue to attend leadership trainings and professional developments to further strengthen the campus leadership. The campus will continue process in which each Assistant Principal conducted walkthroughs, practices targeted feedback and debrief with the Principal regularly. Campus leadership will continue to partner with experts in the field of school improvement.

How will you communicate these priorities to your stakeholders? How will 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, 2021 100% of teachers at Bedichek Middle School will fully implement the Bedichek instructional framework, as articulated by the campus adopted coaching and walkthrough instrument. This incorporates our campus adopted AVID strategies as well as PPFT areas of instructional focus. All teachers will receive feedback in alignment with the instructional framework within 48 hours of each walkthrough. Teachers identified as most in need of support will receive more frequent (as determined by a support tiering system) face to face feedback after each observation .

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

By October, 100% of teachers will be observed and baseline data collected on implementation of the Bedichek instructional framework. The campus instructional Leadership Team will create teacher support tiers and utilize to determine future teacher coaching priorities with teachers in the highest priority group receiving the most coaching utilizing the campus adopted coaching and walkthrough instrument that incorporates our campus adopted AVID strategies as well as PPFT areas of instructional focus. The leadership team will then observe, collect data, and coach teachers on the Bedichek framework in order to improve instruction and increase student learning outcomes by October and through November. 100% of observations will include personal feedback either written or verbal utilizing the campus walk through instrument within 48 hours of the conducted walkthrough.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

By February, at least 50% of the teachers initially identified as members of the tier needing the most support, will advance to the next level of support (next tier). Any teachers who during the first cycle were not initially identified as needing the most support, but through ongoing observations and coaching using the campus walkthrough instrument have been identified as needing additional support will receive increased coaching. Teachers will be re-tiered in order to prioritize highest needs coaching moving forward by February. 100% of observations will include personal feedback either written or verbal utilizing the campus walk through instrument within 48 hours of the conducted walkthrough.

Desired 90-day Outcome: Cycle 3 (March-May)

By May, at least 75% of the teachers initially identified as members of the tier needing the most support, will advance to the next level of support (next tier). Any teachers who during the first cycle were not initially identified as needing the most support, but through ongoing observations and coaching using the campus walkthrough instrument have been identified as needing additional support will receive increased coaching. Teachers will be re-tiered in order to prioritize highest needs coaching moving forward by May. 100% of observations will include personal feedback either written or verbal utilizing the campus walk through instrument within 48 hours of the conducted walkthrough.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Due to Covid and the barriers we faced as a campus with limited students in-person; 100% was not reached. The framework was created and disseminated to the teachers, implementation and growth was seen. Coaching , walkthroughs and feedback were provided by the administration team. Tiered support was provided to teachers in need.

Barriers to Address During the Year

The only barrier to continuing to refine EA 1.1 is the issue of time and competing demands. The campus plans to be proactive in planning dedicated time for leadership meetings, including a "back-up" time weekly to be used if needed. Additionally, we will calendar shared walkthroughs as described above, dedicated PLC time so that leaders can be a constant participant in their assigned PLCs.

Barriers to Address: Cycle 1 (Sept-Nov)

With the future changing so rapidly, plans have to be continually refined/replaced/adjusted. The campus is constantly stuck at safety, staffing, schedules, basic needs, and logistics. It's difficult to get to higher-level instructional planning when this keeps happening. Observing remotely is not the same as in-person observation. Many characteristics of the Bedichek instructional framework are difficult to observe remotely (scaffolds, student work, etc.) Once returning to face-to-face instruction, administrators will be unable to enter multiple classrooms for observations based on the inability to contact trace.

Barriers to Address: Cycle 2 (Dec-Feb)

Same as Cycle 1. Plus the continual fluidity of students in and out of the virtual environment will be an ongoing challenge for teacher planning. Teacher self-quarantine based on COVID-19 exposure will also be a challenge. These unforeseen circumstances will be articulated in the Cycle 1 reflection.

Barriers to Address: Cycle 3 (March-May)

A barrier is the continual fluidity of students in and out of the virtual environment is an ongoing challenge for teacher planning due the duality of teacher focus on both virtual and in person students in attendance during instruction. The large in person attendance increase within the last 6 weeks of school is changing the way teachers must manage instruction.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Our instructional framework was given to teachers but pacing and depth of implementation was affected due to different variables with remote instruction and student participation.

District Commitment Theory of Action (ToA)

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.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will support the campus by reviewing instructional walk through data, discussing the tiers and support system, and reviewing the observation and feedback calendar.

District Actions: Cycle 2 (Dec-Feb)

The Middle School Office has secured a consultant that will provide provide professional development to the Administrative Team and the Instructional Coaches in the area of instructional leadership, observation and feedback.

District Actions: Cycle 3 (March-May)

The Middle School Office has secured a consultant that will provide provide professional development to the Administrative Team and observation and feedback.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

During the summer the district is providing trainings. School city training will be provided.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

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 continues to refine this focus in their 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.

How will the campus build capacity in this area? Who will you partner with?

The campus will partner with 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 create buy-in?

The principal will communicate the plan often to the 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.

Desired Annual Outcome

In grade level content PLCs, all core content area teachers will conduct data analysis using the Bedichek campus data analysis protocol within 10 days after every common assessment including at minimum 9 weeks assessments and the MOY benchmark. This protocol will also be utilized on campus created common assessments. PLCs will utilize student learning data from these common assessments to reflect on instructional practices and inform content area standards for re-teach and student interventions, as well as the creation of student intervention groups resulting in net gains across content areas as identified by the various student data goals in this TIP plan.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

By November, teachers in tested core subject areas will utilize the PLC data analysis protocol after at least 1 campus created common assessment as well as the district 9 weeks assessment. The data analysis will be complete within 10 days of the assessment. 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.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

By February, teachers in tested core subject areas will utilize the PLC data analysis protocol after at least 1 campus created common assessment as well as the district MOY assessment. The data analysis will be complete within 10 days of the assessment. 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.

Desired 90-day Outcome: Cycle 3 (March-May)

By May, teachers in tested core subject areas will utilize the PLC data analysis protocol after at least 1 campus created common assessment leading up to the STAAR test. The data analysis will be complete within 10 days of the assessment. 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.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

In Cycle 3, net gains were seen across the content areas. Using the campus adopted data analysis protocol, the PLC's met and created re-teaching student intervention plans focused on high-need SE areas.

Barriers to Address During the Year

The leadership team has identified a general frustration among staff with the current accountability system, including the implementation of certain systems used to prepare students for STAAR testing, as barriers to the full implementation of EA 5.3. They also see gaps in staff understanding around the accountability system as an issue the campus must overcome. Additionally, there is a lack of knowledge and ability on the part of some staff members to use spreadsheets effectively and to understand how to perceive certain data as formative rather than summative. Campus leadership has also identified the need to address the fact that some teachers may not yet fully understand how to use data to improve student academic growth and/or fully understand the systems currently in place to help them analyze data. To overcome the barriers related to EA 5.3, the leadership team will offer training to teachers, including how to create exemplars for the purposes of planning.

Barriers to Address: Cycle 1 (Sept-Nov)

With the future changing so rapidly, plans have to be continually refined/replaced/adjusted. The campus is constantly stuck at safety, staffing, schedules, basic needs, and logistics. It's difficult to get to higher-level instructional planning when this keeps happening. Observing remotely is not the same as in-person observation. Many characteristics of the Bedichek instructional framework are difficult to observe remotely (scaffolds, student work, etc.) Once returning to face-to-face instruction, administrators will be unable to enter multiple classrooms for observations based on the inability to contact trace.

Barriers to Address: Cycle 2 (Dec-Feb)

Same as Cycle 1. Plus the continual fluidity of students in and out of the virtual environment will be an ongoing challenge for teacher planning. Teacher self-quarantine based on COVID-19 exposure will also be a challenge. These unforeseen circumstances will be articulated in the Cycle 1 reflection.

Barriers to Address: Cycle 3 (March-May)

A barrier has been that due to virtual instruction the data does not accurately represent the entire student body.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Due to Covid and the barriers we faced as a campus with limited students in-person, and the split attention of teachers on a growing number of students in class while still having some students doing virtual learning.

District Commitment Theory of Action (ToA)

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.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will partner with the office of academics to provide professional development in the area of concurrent learning.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will provide the Principal opportunities to virtually visit classrooms in other schools that exhibit high quality remote learning practices. The DCSI will also provide the principal with the opportunity to collaborate with other principal in the area of high quality remote learning practices.

District Actions: Cycle 3 (March-May)

The DCSI will provide the Principal opportunities to virtually visit classrooms in other schools that exhibit high quality remote learning practices. The DCSI will also provide the principal with the opportunity to collaborate with other principals in the area of high quality remote learning practices.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

During the summer the district is providing trainings in PLC's and Lead4ward. School city training will be provided.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted 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 Areas, did you achieve your desired 90-day outcome? Why or why not?

The Administrative team has conducted a walkthrough of all teachers and has created a spreadsheet that includes each teacher's tier. Feedback was provided to all teachers within 48 hours. The Administrative team created a campus data analysis protocol and it has been used by all grade level PLCs on at least 1 common assessment and has also been used to analyze the district first short cycle assessment.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Bedichek meet 10 out of 20 performance goals. Rdg App N, Meets N, Masters Y; Mth App N, Meets N, Masters Y; Sci App N, Meets Y, Masters Y; SS App Y, Meets Y, Masters Y; Writing App Y, Meets Y, Masters Y; SpEd Mth Meets N, SpEd Rdg Meets N, AA Mth Meets N, AA Rdg Meets N. TELPAS N. All students took the SCA remotely via zoom. Remote learning has been a challenge for many students. Only a small percentage of the students are on-campus. It's a struggle to get students to engage remotely and it take twice as long to teach a unit remotely compared to in person. Pacing has been an issue.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Bedichek will continue with the same goals and objectives.

What new action steps do you need to add to the next cycle?

Bedichek will continue with the same goals and objectives.

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted 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 Areas, did you achieve your desired 90-day outcome? Why or why not?

Based on initial walk-through data, 10 teachers were listed as Tier 3 in need of significant support. As of Feb 10, 6 teachers have been moved out of Tier 3. This indicates that the school has achieved their Cycle 2 goal (50% of the Tier 3 teachers will advance to the next level). Prioritized Focus Area 2: Tested core area teachers have utilized the PLC data analysis protocol for campus created common assessments and the district MoY assessment. Cycle 2 goal has been met.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Bedichek meet 4 out of 20 performance goals. All students took the SCA on-line. Remote learning continues to be a challenge for many students. Only a small percentage of the students are on-campus. It's a struggle to get students to engage remotely and it take twice as long to teach a unit remotely compared to in person. Pacing has been an issue.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Bedichek will continue with the same goals and objectives.

What new action steps do you need to add to the next cycle?

Bedichek will continue with the same goals and objectives.

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted 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 Areas, did you achieve your desired 90-day outcome? Why or why not?

Yes, both outcomes were achieved. The teachers were supported and advanced to the next level of support. The PLCs met and utilized the data after the common assessments.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Yes. The common assessment provided students success. The African American and Special Ed groups both exceeded their Reading and Math goals as well as the ELs in Reading.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Bedichek will continue to work on the same goals and objectives for Cycle 3.

What new action steps do you need to add to the next cycle?

The admin team will provide concurrent teaching strategies to the campus leadership team and they will work with PLCs to implement stronger concurrent teaching practices.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

Due to Covid and the barriers we faced as a campus with limited students in-person; 100% was not reached. The framework was created and disseminated to the teachers, implementation and growth was seen. Coaching , walkthroughs and feedback were provided by the administration team. Tiered support was provided to teachers in need.

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

In Cycle 3, net gains were seen across the content areas. Using the campus adopted data analysis protocol, the PLC's met and created re-teaching student intervention plans focused on high-need SE areas.

TIP Assurances

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

DCSI Name

Raul Moreno

Date

9/25/2020

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

Principal Name

Micheal Herbin

Date

9/25/2020

Comprehensive Needs Assessment

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$354,420)			

Bedichek Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop an administrative meeting calendar with scheduled weekly meetings as well as back-up options each week in case of emergencies. (from RPA) (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1)	Administrators	by August 18		Criteria: Written calendar with observations, debriefs, and team meetings scheduled. 12/02/20 - Completed 12/02/20 - On Track
2. Schedule a weekly Administrative meeting with a written agenda that focuses on instruction, walkthroughs, student progress, and formative data. Take minutes of each meeting for later reflection. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Principal	By Aug 27		Criteria: Weekly leadership team agendas and minutes that focus on performance. 05/25/21 - Completed 02/10/21 - On Track 12/02/20 - On Track
3. Create an Administrative Walk - Through Calendar that incorporates administrators walking individually, assistant principals walking and debriefing with the principal as well as assistant principals walking and debriefing with each other using a guiding document. Incorporate a fluid teacher tracking systems that ranks our highest priority teachers for walkthrough to those that are of lower priority. Make this fluid and revisit it periodically. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Principal	by Aug 18		Criteria: Completion of walks and debriefs. 12/02/20 - Completed
4. Administrator will conduct regularly scheduled walkthroughs with the principal to calibrate on instructional best practices, coaching, and feedback. (Target Group: All) (Strategic Priorities: 1)	Campus Leadership Team	monthly		Criteria: Administrator coaching calendar and feedback. 05/25/21 - Completed 02/10/21 - On Track 12/02/20 - On Track
5. Develop and assign all duties and responsibilities for each administrative team members which will be updated in the Bedichek Standard Operating Procedure (SOP) guide. (Title I SW Elements: 2.2,2.5)	Principal	by Aug 6th		Criteria: Written duties and responsibilities as well as an updated SOP. 12/02/20 - Completed

Bedichek Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 4)				

Bedichek Middle School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators will monitor and track progress on targets for Domain 3 student groups based on the content areas they supervise per six weeks. (Strategic Priorities: 2,4)	Administrative Team	Dec-May		Criteria: Common Assessment data is used to track and monitor all groups relevant to Domain 3. Utilizing our Domain 3 tracker. 05/25/21 - Completed 02/10/21 - On Track 12/02/20 - On Track
2. Refine and streamline our current campus data disaggregation protocol to be uniform across grade level content areas, incorporating tracking targets for student growth in reading and math. Develop standard reflection questions for teachers to guide work in their professional learning communities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal	by Oct 11		Criteria: data disaggregation protocol example forms 12/02/20 - Completed
3. Refine and streamline our process for students tracking their own performance data on short cycle assessments towards set SMART goal targets. Incorporate student reflections on data and progress towards their goal after each common assessment. Ebinder system (AVID) set up as a response to remote instruction. Folder for student data tracking and reflection pages. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal	by Nov 30		Criteria: Updated student data tracking form examples 12/02/20 - Completed
4. C2: Create systems to track and post student group performance data and progress towards meeting goals in common areas such as classrooms to celebrate collective student achievement and enforce collective student efficacy towards data targets. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal	Dec-May		Criteria: Posting of student performance data in common areas and classrooms 03/29/21 - Completed 02/10/21 - On Track 12/02/20 - On Track 12/02/20 - Pending 12/02/20 - On Track

Bedichek Middle School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Create intervention classes for students and monitor the progress of students in the classes. (Target Group: All) (Strategic Priorities: 2)	Administrative Team	11/20/20		Criteria: Some advisory and intervention classes with academic focus in progress 12/02/20 - Completed

Bedichek Middle School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Further implementation of AVID school wide systems that promote college readiness and postsecondary success, such as the focused note taking process, critical reading, and writing across content areas. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3,4)	AVID Team	Oct 15/19- May '19		Criteria: Evidence collected for the AVID Coaching and Certification Instrument (CCI) 05/25/21 - Completed 12/02/20 - On Track
2. Establish a culture of high expectations for students by building systems and support to accelerate math coursework to complete high school math courses while in middle school. (Title I SW Elements: 2.5) (Strategic Priorities: 2,3)	Campus Leadership Team	ongoing		Criteria: The number of students enrolled and on track for Algebra and Geometry 12/02/20 - Completed
3. C2: Provide teachers with targeted feedback on the focused note taking process, critical reading, and writing across content areas. (Title I SW Elements: 1.1,2.2,2.6) (Strategic Priorities: 2,4)	Campus Leadership Team	Ongoing		Criteria: PLC Agendas 12/02/20 - Completed
4. C3: Evaluate walk through data to inform planning for AVID summer institute and summer professional development. (Title I SW Elements: 2.2,2.4,2.6) (Strategic Priorities: 1,2,4)	Campus Leadership Team	ongoing		Criteria: Evaluation Summary 05/25/21 - Completed 12/02/20 - On Track

Bedichek Middle School

Goal 3. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/17/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 11/17/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/17/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 11/17/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 11/17/20 - Completed

Bedichek Middle School

Goal 3. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 11/17/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings 11/17/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 11/17/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) Timeline: Due 10/30/20 (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 11/17/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List 11/17/20 - Completed

Bedichek Middle School

Goal 4. (GT Enrollment) African American students have been traditionally under represented in identification and participation in the Gifted and Talented program. Currently at Bedichek Middle School, only 2.9 percent of our African American Students are identified as GT. Our goal is that by the end of the year, we will match the district goal of 8 percent or better of our African American students identified as GT.

Objective 1. (GT Enrollment) African American students have been traditionally under represented in identification and participation in the Gifted and Talented program. Currently at Bedichek Middle School, only 6 percent of our African American Students are identified as GT. Our goal is that by the end of the year, we will match the district goal of 8 percent or better of our African American students identified as GT

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Currently at Bedichek Middle School, only 2.9 percent of our African American students are identified as GT. This year we will work to secure nominations and test the majority of our African American students in order to broaden our GT participation. (Title I SW Elements: 2.6) (Target Group: AA) (Strategic Priorities: 2,3)		August - March		Criteria: By the end of the year, at least 8 percent of our African American students will be in the GT program. 12/02/20 - On Track

Bedichek Middle School

Goal 5. (AVID Instructional Staff Development) We will continue to provide high quality professional development to the school faculty on AVID school-wide strategies and allocate funds for staff to attend AVID summer institute. This will help us continue to build towards our goal of improving the learning experiences and learning outcomes for all Bedichek students

Objective 1. (High quality professional learning based in WICOR strategies) We will continue to provide high quality professional development to the school faculty on AVID school-wide strategies and allocate funds for staff to attend AVID summer institute. This will help us continue to build towards our goal of improving the learning experiences and learning outcomes for all Bedichek students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allocate funds for staff to participate in AVID summer institute and also provide for staff campus based AVID professional development throughout the school year. (Target Group: All) (Strategic Priorities: 1,2,3,4)		August - June 2020		Criteria: STAAR Scores, Walkthrough data 12/02/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Herbin, Michael	Principal
Moreno, Raul	DCSI
Cordero, Gina	Central Office Support
Hadrous, Grace	Central Office Support
Wilson, Velma	Instructional Leadership Coach
Wyatt, Monica	Staff Co-Chair
Santos, Linda	Non-staff Co-Chair

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
7	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63	District 9 week SCA	69	61%	MOY (Jan)	69	53	Campus SCA	69		69
		All	All	Reading	Meets	STAAR	30	District 9 week SCA	35	29%	MOY (Jan)	35	30	Campus SCA	35		35
		All	All	Reading	Masters	STAAR	12	District 9 week SCA	13	18%	MOY (Jan)	13	16	Campus SCA	13		13
		All	All	Mathematics	Approaches	STAAR	72	District 9 week SCA	73	55%	MOY (Jan)	73	57	Campus SCA	73		73
		All	All	Mathematics	Meets	STAAR	35	District 9 week SCA	36	24%	MOY (Jan)	36	26	Campus SCA	36		36
		All	All	Mathematics	Masters	STAAR	10	District 9 week SCA	13	14%	MOY (Jan)	13	10	Campus SCA	13		13
		All	All	Science	Approaches	STAAR	77	District 9 week SCA	80	70%	MOY (Jan)	80	53	Campus SCA	80		80
		All	All	Science	Meets	STAAR	47	District 9 week SCA	50	50%	MOY (Jan)	50	27	Campus SCA	50		50
		All	All	Science	Masters	STAAR	15	District 9 week SCA	25	41%	MOY (Jan)	25	11	Campus SCA	25		25
		All	All	Social Studies	Approaches	STAAR	50	District 9 week SCA	55	58%	MOY (Jan)	55	59	Campus SCA	55		55
		All	All	Social Studies	Meets	STAAR	21	District 9 week SCA	25	34%	MOY (Jan)	25	29	Campus SCA	25		25
		All	All	Social Studies	Masters	STAAR	8	District 9 week SCA	13	23%	MOY (Jan)	13	21	Campus SCA	13		13
		All	All	Writing	Approaches	STAAR	57	District 9 week SCA	60	73%	MOY (Jan)	60	37	Campus SCA	60		60
		All	All	Writing	Meets	STAAR	25	District 9 week SCA	27	37%	MOY (Jan)	27	9	Campus SCA	27		27
		All	All	Writing	Masters	STAAR	6	District 9 week SCA	10	25%	MOY (Jan)	10	2	Campus SCA	10		10
2. Domain 3 Focus 1	Focus 1 Components (Academic Achievement indicators)	All	AA	Reading	Meets	STAAR	28	District 9 week SCA	32	27%	MOY (Jan)	32	25	Campus SCA	32		32
		All	SpEd	Reading	Meets	STAAR	17	9 week SCA	19	15%	MOY (Jan)	19	8	Campus SCA	19		19
3. Domain 3 Focus 2	Focus 2 Components (Academic Achievement indicators)	All	AA	Mathematics	Meets	STAAR	26	9 week SCA	31	9%	MOY (Jan)	31	16	Campus SCA	31		31
		All	SpEd	Mathematics	Meets	STAAR	21	9 week SCA	23	12%	MOY (Jan)	23	9	Campus SCA	23		23
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	13	9 week SCA	29	19%	MOY (Jan)	29	20	Campus SCA	29		36