

Dobie Middle School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan, Zone Innovation Plan



DOBIE
MIDDLE SCHOOL
AUSTIN Independent School District

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Campus Mission

We are a team of innovators who create a safe and inclusive learning community that ensures every member reaches their highest potential.

Campus Vision

Our students represent a united, diverse learning community that empowers their purpose and voice.

Campus Values

We will have courageous conversations to ensure EQUITABLE access based on individual needs.

We will maintain a POSITIVE atmosphere and climate by having an open mindset.

We will PERSEVERE to promote continuous growth

We will act with INTEGRITY, upholding values of honesty and morality.

We will COLLABORATE with each other in order to advance achievement and maintain positive relationships

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 2019-20 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)

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.

The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

Lever 1: Strong School Leadership and Planning

The district places its most effective school leaders in its highest need schools.

Lever 2: Effective, Well-Supported Teachers

The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture

The district provides campuses with access to external student support services.

Lever 4: High Quality Curriculum

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction

For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

District Commitments Theory of Action (ToA)

If the district provides responsive support services including Restorative Practices, then, the campus will demonstrate high expectation and shared ownership for student success and climate surveys will reflect a positive school culture.

If the district provides a high quality curriculum and formative assessment resources aligned to the state standards and disaggregated and easy to use reporting, then, the campus leaders and teachers will have the support needed to deliver aligned high quality instruction that meets the needs of all learners.

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

Emily Bush

Date

9/17/2020

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

Jesse De La Huerta

Date

9/17/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe learning environment and high expectations.

Rationale

Stakeholders identified a need to bring multiple culture and climate systems together to form one vision for positive culture that would be implemented by all stakeholders.

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

Align practices to reflect the vision and mission of the campus; Continue and deepen work with the Restorative Practices associate (EIR grant)

How will you communicate these priorities to your stakeholders? How will create buy-in?

Social media, websites, agendas for parent meetings, newsletters for staff - all include mission, vision and values. Make decisions based on those values. Stay transparent and consistent with communication

Desired Annual Outcome

A preponderance of teachers feel comfortable raising issues and concerns that are important to them, are recognized for their accomplishments and are recognized as educational experts. New teachers are supported and student conduct is managed in a way that maximizes instructional time.

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

By the end of the first 90 days of instruction all staff will be able to explain how the Dobie Mission, Vision, and values impact their work and influence their relationship with students.

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

By the end of the first semester all staff will be able to explain how the Dobie Mission, Vision, and values impact their work and influence their relationship with students.

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

By the end of the academic year, staff and students will be able to explain how the Dobie Mission, Vision, and values impact their work and influence their relationship with each other and reflect these beliefs in campus recruiting efforts. .

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

Barriers to Address During the Year

COVID - Students out of school; Access to online resources; Learning gaps due to lack of instruction for up to 6 months for some students

Barriers to Address: Cycle 1 (Sept-Nov)

The district will open with remote learning which changes the traditional ways in which climate and culture are nurtured. We will need to be aware of the stressors on staff, students and families and be flexible to meets needs as they arise. Additionally, we have begun to address systematic ways that some portions of our population have been traditionally underserved through the use of Restorative Practices and will need to continue to have these sometimes challenging conversations in a remote environment.

Barriers to Address: Cycle 2 (Dec-Feb)

Continued uncertainty and the possibility of hybrid ways of attending school. We will need to continue to be aware of the stressors on staff, students and families and be flexible to meets needs as they arise. Additionally, we have begun to address systematic ways that some portions of our population have been traditionally underserved through the use of Restorative Practices and will need to continue to have these sometimes challenging conversations.

Barriers to Address: Cycle 3 (March-May)

Continued uncertainty and the possibility of hybrid ways of attending school. We will need to continue to be aware of the stressors on staff, students and families and be flexible to meets needs as they arise. Additionally, we have begun to address systematic ways that some portions of our population have been traditionally underserved through the use of Restorative Practices and will need to continue to have these sometimes challenging conversations.

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

District Commitment Theory of Action (ToA)

If the district provides responsive support services including Restorative Practices, then, the campus will demonstrate high expectation and shared ownership for student success and climate surveys will reflect a positive school culture.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will ensure that campus leadership has access to high quality professional development related to Restorative Practices and will serve as a thought partner in the implementation of Culturally Responsive Restorative Practices.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will ensure that campus leadership has access to high quality professional development related to Restorative Practices and will serve as a thought partner in the implementation of Culturally Responsive Restorative Practices.

District Actions: Cycle 3 (March-May)

The DCSI will met with administration to reflect on the data gathered regarding student ability to articulate the Dobie Mission, Vision and Values and facilitate conversation regarding how to deepen the impact of that mission and vision.

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

Prioritized Focus Area #2

Prioritized Focus Area #2

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

Significant work in this area began in SY 18-19, now there is a need to improve upon systems for instructional practice and careful implementation of high-quality lessons in each classroom.

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

Follow the Dobie data cycle and/or modify the cycle to align with blended learning; Develop and administer beginning of the year assessments for each student; Partner with AVID Excel, WestEd

How will you communicate these priorities to your stakeholders? How will create buy-in?

Staff will stay informed via professional development and staff meetings; Update grading policies, procedures, etc as soon as reopening and district guidance allows

Desired Annual Outcome

All students have rigorous learning experiences based on objective driven daily lesson plans and formative assessment that support teachers to reflect, adjust and deliver instruction that meets the needs of each student.

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

By the end of the first 90 days of instruction, each core content area course will have BOY data to gauge loss of instruction learning gaps, a revised scope and sequence with a focus on high leverage standards, and a will have begun implementation of a campus formative assessment cycle.

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

By the end of the first semester, each core content area course will have MOY data to gauge learning gaps, develop an intervention plan based on high leverage standards, and effectively use the campus formative assessment cycle to differentiate Tier I instruction.

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

By the end of the academic year, teachers in each core content area course will participate in effective PLCs to plan and implement high quality instruction that meets the needs of diverse learners, and utilize the campus formative assessment cycle to personalize instruction and target the needs of above grade level, below grade level, and emergent language learners.

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

Barriers to Address During the Year

Students adjusting to the reopening model with different needs - will take time to develop and administer appropriate assessments to determine where each student is since COVID online learning

Barriers to Address: Cycle 1 (Sept-Nov)

Barriers include lost instructional time and uncertainty regarding reopening, learning conditions, resources and district guidance.

Barriers to Address: Cycle 2 (Dec-Feb)

Loss of instructional time due to shut down, remote learning and alternating schedule. Reliable and timely MOY data.

Barriers to Address: Cycle 3 (March-May)

Loss of instructional time due to shut down, remote learning and alternating schedule. Reliable and timely MOY data.

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

District Commitment Theory of Action (ToA)

If the district provides a high quality curriculum and formative assessment resources aligned to the state standards and disaggregated and easy to use reporting, then, the campus leaders and teachers will have the support needed to deliver aligned high quality instruction that meets the needs of all learners.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will meet with administration to observe teachers, debrief findings, collect data and analyze data regularly. She will coach leaders and advocate for resources that align with the campus plan.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will meet with administration to observe teachers, debrief findings, collect data and analyze data regularly. She will coach leaders and advocate for resources that align with the campus plan.

District Actions: Cycle 3 (March-May)

The DCSI will continue to visit classrooms and observe PLCs in order to serve as a thought partner in instruction with the Dobie administrative team.

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

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?

We achieved most of our desired outcomes. However, we need our data compiled into a more logical manner that will benefit teachers and students immediately for more prompt intervention. We need to be able to manipulate the data for more meaning and to make it more actionable.

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

No.

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?

Discussions about circles have started, actual circles will happen in cycle 2

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

Need to establish and/or update a data wall or other spreadsheet for ongoing progress monitoring

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?

Yes. At Dobie, all staff begin every meeting by stating the Dobie Mission, Vision, and values in order to frame their work and influence their relationship with students. Each core content area course has MOY data to analyze for learning gaps. Intervention plans based on high leverage standards and individual student needs are designed, and teachers effectively use the campus formative assessment cycle to differentiate Tier I instruction.

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

No. Student engagement and work production is a challenge. Without authentic engagement, intervention is thwarted.

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?

Due to winter storm delays, a survey with selected PLC indicators from the TELL survey will be administered to students, staff and families in cycle 3.

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

Continue to provide technology, tools and training to successfully conduct concurrent teaching and learning

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?

Dobie mission and vision is recited during our PLC's and staff meetings. Students were introduced to it at the beginning of the school year and at the middle of the school year. Mission and vision posters are posted in every classroom and blend pages. Teacher and staff use our mission and vision when decision making to keep aligned with our purpose.

PLCs and teacher alignment for our formative assessments and response to data have been put in place. Due to the number of

remote learners, we have not had the quality data for every student that we anticipated. This has impacted our ability to personalize interventions effectively.

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

Dobie mission and vision is recited during our PLC's and staff meetings. Students were introduced to it at the beginning of the school year and at the middle of the school year. Mission and vision posters are posted in every classroom and blend pages. Teacher and staff use our mission and vision when decision making to keep aligned with our purpose.

PLCs and teacher alignment for our formative assessments and response to data have been put in place. Due to the number of remote learners, we have not had the quality data for every student that we anticipated. This has impacted our ability to personalize interventions effectively.

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?

N/A

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

N/A

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?

Our work on culture has made teachers feel comfortable in raising issues and concerns that are important to them. We have set systems to recognize their accomplishments as instructional experts. New teacher support has been maximized by applying coaching support, outside resources have been brought to them to train them on necessary procedures. Student conduct has been maximized by reducing changing removal expectations and hiring a certified teacher to support in our in school suspension class.

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

Systems have been put in place to ensure that rigorous learning is included within the lesson and formative assessments are being created based on high leverage standards. Teacher process is being used that requires teachers to reflect, adjust and deliver instruction that is tailor to student need.

Comprehensive Needs Assessment

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$596,243)			

Dobie Middle School

Goal 1. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Refine and reinforce the mission, vision, and values developed in 2019-2020 with all stakeholders.	Administration, Principal	Sept-Nov		Criteria: Examples of virtual and/or in person artifacts reflecting the Dobie mission, vision, and values. 12/03/20 - Completed
2. Staff demonstrate high expectations for all students using asset based language in all interactions to ensure that students succeed. Staff, student, and families use Restorative Practices to unpack race and class differences and better understand one another.	Administration, Restorative Practice Associate	Sept-Nov		Criteria: Documentation of Restorative Circles, PLC Norms, Weekly Newsletter (WAG) Restorative Practices section and Kudos section 12/03/20 - Some Progress
3. Climate surveys are administered to staff around key climate indicators	DCSI, Principal	Sept-Nov		Criteria: Survey results each quarter 12/03/20 - Completed
4. Reinforce the Dobie mission, vision, and values in meetings, print materials and other artifacts	Principal	Dec-Feb		Criteria: Virtual and print artifacts that reference Dobie mission, vision, and values 03/03/21 - Completed
5. Staff demonstrate high expectations for all students using asset based language in all interactions to ensure that students succeed. Information from Restorative Circles are discussed and used to make adjustments in school operations.	Administrators, Restorative Practice Associate	Dec-Feb		Criteria: Documentation of Restorative Circles, PLC Norms, Weekly Newsletter (WAG) Restorative Practices section and Kudos section 03/03/21 - Significant Progress
6. A survey with selected indicators from the TELL survey is administered to students staff and families.	DCSI, Principal	Dec-Feb		Criteria: Survey results 03/03/21 - Significant Progress
7. Utilize the Dobie mission, vision, and values in staff and student recruitment materials.	Principal	Mar-May		Criteria: Recruitment materials that reference Dobie mission, vision, and values

Dobie Middle School

Goal 1. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				05/21/21 - Significant Progress
8. Staff demonstrate high expectations for all students using asset based language in all interactions to ensure that students succeed. Campus practices and guidelines are revised to incorporate lessons learned through Restorative Circles are discussed.	Administration, Restorative Practice Associate, Teachers	Mar-May		Criteria: Documentation of Restorative Circles, PLC Norms, Weekly Newsletter (WAG) Restorative Practices section and Kudos section 05/21/21 - Some Progress
9. TELL survey results are reviewed to see if targets are met on selected prompts and plans are begun for the upcoming academic year.	DCSI, Principal	Mar-May		Criteria: Survey results 05/21/21 - Completed
10. Continue to provide technology, tools and training to successfully conduct concurrent teaching and learning	Administrative Team	March-May		Criteria: Walkthrough data; Professional Development agendas and videos of training 05/21/21 - Significant Progress

Dobie 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 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Revise aligned scope and sequence to focus on High Leverage standards and incorporate standards scheduled after March 2020 school shut down.	Academic Leadership Team, Instructional Coaches	Sept-Nov		Criteria: Revised fall Scope and Sequence 12/03/20 - Completed
2. Design a system for frequent checks for understanding aligned to objective and informed by current student data. iReady data will be part of this data.	Academic Leadership Team, Instructional Coaches	Sept-Nov		Criteria: Utilize Campus Assessment data using the Student data tab and both the lesson plan tracker and the actual lesson plan template 12/03/20 - Some Progress
3. Develop a system to track that delivered instruction is executed in alignment with the vetted lesson plan and campus instructional playbook.	Academic Leadership Team, Instructional Coaches	Sept-Nov		Criteria: Walk through protocol, schedule, tracking data 12/03/20 - Completed
4. Implement revised aligned scope and sequence to focus on High Leverage standards, make adjustments based on MOY assessment data.	Academic Dean, Academic Leadership Team, Instructional Coaches	Dec-Feb		Criteria: Campus Student data tab, lesson plan tracker, and lesson plans 03/03/21 - Completed
5. Utilize and track data from frequent checks for understanding aligned to objectives and make second semester instructional adjustments.	Academic Dean, Academic Leadership Team, Instructional Coaches	Dec-Feb		Criteria: Campus Student data tab, lesson plan tracker, and lesson plans 03/03/21 - Completed
6. Track that delivered instruction is executed in alignment with the vetted lesson plan, and provide instructional support for in cases of misalignment.	Academic Dean, Academic Leadership Team, Instructional Coaches	Dec-Feb		Criteria: Review of Walk through and learning walk tracker 03/03/21 - Completed
7. In addition to high quality original instruction, provide intervention and extension to focus on High Leverage standards based on the needs of each student group.	Academic Dean, Instructional Coaches, Team Leaders	Mar-May		Criteria: Campus Student data tab, lesson plan tracker, and lesson plans 05/21/21 - Significant Progress

Dobie 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 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Utilize and track data from frequent checks for understanding aligned to objectives and make just in time instructional adjustments and reteach opportunities.	Academic Dean, Instructional Coaches	Mar-May		Criteria: Campus Student data tab, lesson plan tracker, and lesson plans 05/21/21 - Significant Progress
9. Track that delivered instruction is executed in alignment with the vetted lesson plan, and make potential staffing decisions regarding teachers who are persistently off track and have not responded to coaching.	Academic Dean, Instructional Coaches	Mar-May		Criteria: Review of Walk through and learning walk tracker 05/21/21 - Some Progress

Dobie Middle School

- Goal 3.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
- Objective 1.** (AVID Domain IV: 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core courses will show evidence of lessons including structures for WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Academic Dean, AVID Coordinator, Instructional Coaches	2020-2021 school year		Criteria: Lesson Plans and lesson plan tracker
2. Complete a campus-wide AVID professional learning opportunity for teachers at least once every quarter. (Title I SW Elements: 2.5) (Strategic Priorities: 2,4)	Academic Dean, Academic Leadership Team, AVID Coordinator	2020-2021 school year		Criteria: Professional learning agendas and BLEND courses

Dobie Middle School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Discuss attendance at the end of every CST meeting (twice a month). CST team will discuss students' attendance review attendance and collaborate ways to get students back on track with attendance. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Attendance Clerk, CST Chair, CST Team	2020-2021 school year		Criteria: The attendance rates improve throughout the school year.
2. Implement the 20 Day Attendance Challenge (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 4)	Administrators, Attendance Clerk	Spring 2021		Criteria: Attendance over the 20 period

Dobie Middle School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 3. (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Align Dobie CTE PLTW courses to high school vertical team. (Title I SW Elements: 2.3) (Target Group: CTE) (Strategic Priorities: 3)	Administrators, Counselor	2020-2021 school year		Criteria: Dobie schedule

Dobie Middle School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 4. (Objective 5- TSI) TSI Testing for 8th grade students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The top 20% of 8th-grade students will be invited to take the TSI assessment. (Target Group: 8th) (Strategic Priorities: 2,3,4)	Academic Dean, Academic Leadership Team, Counselor	2020-2021 school year		Criteria: TSI scores and top 20% document
2. Provide optional tutoring to students who do not pass the TSI test (Title I SW Elements: 2.5) (Target Group: 8th) (Strategic Priorities: 2,3,4)	Academic Dean, Academic Leadership Team, Counselor	2020-2021 school year		Criteria: Calendar of tutorial dates and times

Dobie Middle School

Goal 4. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support teacher professional learning opportunities for completion of 30-hr GT Foundations and 6-hr GT Update. Review and align campus Pre-AP course offerings and vertical team sequence of courses. (Title I SW Elements: 2.2) (Target Group: GT) (Strategic Priorities: 3,4)	Administrators	2020-2021 school year		

Dobie Middle School

Goal 5. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students are identified and tested for Dyslexia within 45 school days. (Title I SW Elements: 2.2) (Target Group: 504) (Strategic Priorities: 4)	504 Coordinator	45 day after enrollment		
2. Students identified as in need of dyslexia services receive an individualized intervention plan and their progress is monitored throughout the year. (Title I SW Elements: 2.2) (Target Group: 504) (Strategic Priorities: 2,4)	504 Coordinator	2020-2021 school year		Criteria: Intervention plans and progress monitoring documentation

Dobie Middle School

Goal 6. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus SEL Coordinators meet and plan with the district SEL Specialist (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	SEL Campus Coordinator	Quarterly during 20-21		Criteria: Agenda of meeting

Dobie Middle School

Goal 6. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in restorative practice circles with campus Restorative Practice Associate to help better understand how to connect, heal, and how to support students. (Title I SW Elements: 1.1,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Restorative Practice Associate	year long		Criteria: Agenda items and calendars

Dobie Middle School

Goal 6. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 3. (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers deliver bi-weekly SEL advisory lessons on Fridays. (Target Group: All)	Counselor, SEL Campus Coordinator	2020-2021 school year		Criteria: SEL lesson plans and calendar

Dobie Middle School

Goal 7. (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

Dobie Middle School

Goal 7. (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.) (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

SY 20-21 CIP Developers List

Name	Position
De La Huerta, Jesse	Campus Principal
Bush, Emily	DCSI
Borthwick, Chris	Accountability Support
Wilder, Lara	Academic Dean

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3		
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	48		TEA BoY Assessment	48	23	Middle of the District	55	37	Common Assessment	62	48
		All	All	Reading	Meets	STAAR	25		TEA BoY Assessment	25	9	Middle of the District	30	17	Common Assessment	35	30
		All	All	Reading	Masters	STAAR	9		TEA BoY Assessment	9	4	Middle of the District	13	8	Common Assessment	16	17
		All	All	Mathematics	Approaches	STAAR	55		TEA BoY Assessment	55	32	Middle of the District	59	37	Common Assessment	62	52
		All	All	Mathematics	Meets	STAAR	26		TEA BoY Assessment	26	9	Middle of the District	31	10	Common Assessment	35	25
		All	All	Mathematics	Masters	STAAR	9		TEA BoY Assessment	9	2	Middle of the District	13	5	Common Assessment	16	10
		All	All	Science	Approaches	STAAR	59		Benchmark	59	49	Middle of the District	61	39	Common Assessment	62	64
		All	All	Science	Meets	STAAR	24		Benchmark	24	36	Middle of the District	30	20	Common Assessment	35	43
		All	All	Science	Masters	STAAR	7		Benchmark	7	18	Middle of the District	13	11	Common Assessment	16	25
		All	All	Social Studies	Approaches	STAAR	43		Benchmark	43	35	Middle of the District	53	43	Common Assessment	62	43
		All	All	Social Studies	Meets	STAAR	17		Benchmark	17	10	Middle of the District	26	25	Common Assessment	35	26
		All	All	Social Studies	Masters	STAAR	8		Benchmark	8	4	Middle of the District	13	18	Common Assessment	16	19
		All	All	Writing	Approaches	STAAR	44		Benchmark	44	NA	Middle of the District	53	21	Common Assessment	62	41
		All	All	Writing	Meets	STAAR	21		Benchmark	21	NA	Middle of the District	28	6	Common Assessment	35	41
		All	All	Writing	Masters	STAAR	5		Benchmark	5	NA	Middle of the District	13	2	Common Assessment	16	10
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Focus 2 Components)	All	African American	Reading	Meets	STAAR	28		TEA BoY Assessment	28	6	Middle of the District	30	9	Common Assessment	32	36
		All	Economically Disadvantage	Reading	Meets	STAAR	27		TEA BoY Assessment	27	9	Middle of the District	30	17	Common Assessment	33	33
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Focus 2 Components)	All	African American	Mathematics	Meets	STAAR	60		TEA BoY Assessment	60	13	Middle of the District	64	9	Common Assessment	67	7
		All	All	Mathematics	Meets	STAAR	57		TEA BoY Assessment	57	13	Middle of the District	60	10	Common Assessment	62	25
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TLPAS	All	TLPAS	14		Language Benchmark	14	9	Middle of the District	25	17	Common Assessment	36	30