

Bailey Middle School

Campus Improvement Plan

2020/2021



BAILEY
MIDDLE SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

Date Approved:

Campus Mission

The mission of Gordon A. Bailey Middle School is to educate all students so that they may achieve their maximum potential. This will allow them to become productive citizens in an expanding global and technological society. The school shall provide unique opportunities for students to grow academically, socially, emotionally, physically, and aesthetically. Bailey Middle School provides a supportive atmosphere created in collaboration with Bailey staff, students, parents, our local business community, our vertical teams (feeder schools), and institutions of higher learning

Campus Vision

Bailey Middle School is a place where students are encouraged to try new things and challenge themselves in many different ways. This is a time to experiment with new classes or activities, to be part of a team, or express oneself in creative new ways. Every student should have multiple opportunities to try whatever interests them, and our faculty must provide a diverse and challenging array of courses and activities to engage all students at high levels.

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.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

% teacher turnover
% unfilled sub vacancies

Demographics Strengths

Over the past 4 years Bailey's teacher turnover rate has been among the lowest of all middle Schools. Teachers are happy and are staying. This provides students with very steady and stable instruction.

Demographics Weaknesses

Filling sub vacancies continues to be a challenge. Rates of pay for subs do not make the jobs very attractive. Unfilled vacancies for absences or vacant positions have a negative impact on student learning.

Demographics Needs

More available subs, especially during the Covid crisis.

Demographics Summary

We will continue to work with the staff to provide them with appropriate Professional Development and to support them in any way possible. We will continue to provide moral support through SEL implementation for staff through fun activities that make our staff feel connected to the Bailey Family. (Casual after school gatherings, Thanksgiving Feast and Holiday Luncheon, BBQ at Mr. Rocha's house, etc.)

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Data Sources

Referral data disaggregated by student group
STAAR disaggregated by subj., grade, & stud. grp.
Student Survey results

School Culture and Climate Strengths

Bailey Administration continues to work with all staff regarding cultural Proficiency awareness. Additional efforts are being made this year, in conjunction with the Bowie Vertical Team schools, to continue to provide learning opportunities for teachers at Bailey to raise their awareness of bias, racism, institutional racism, etc.

School Culture and Climate Weaknesses

As educators, we have work to do to identify those areas in our individual and collective practice that might perpetuate, unintentionally, remnants of biased or racist thinking or practice. We also need to examine our data and look to our practices and procedures and ask if they contribute to the underperformance of any of our children of color..

School Culture and Climate Needs

We need to devote dedicated faculty meeting and PD time throughout the year to this training effort. This needs to be a priority on our agendas for the balance of the year, and ongoing after that.

School Culture and Climate Summary

Bias. Racism. Institutional racism. All of these continue to exist in education and we must address it through the ongoing education of our staff. Through the lense of Cultural Proficiency training, we can find the tools to have difficult conversations around uncomfortable subjects. But through that dissonance we can, and must learn and grow. Our students will benefit.

Bailey 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. Focus on best practices and instructional strategies at monthly faculty meetings. This is especially important as we are learning and sharing strategies for remote learners and for congruent teaching. (Target Group: All)	Administrative Team, Campus Leadership Team	May 2021	(L)Campus BTO	Criteria: Faculty meeting agendas #s of strategies shared/covered Tracking strategies implemented during walk-throughs
2. Participate in deliberate modeling and observation and feedback cycles. Focus on Novice and new-to-Bailey teachers. (Target Group: All)	Administrative Team, Campus Leadership Team	May 2021	(L)Campus BTO	Criteria: Feedback documentation (X1 bi-monthly) Feedback calendars by Dec. 1st Frequency chart - begin logging by Dec. 1st
3. Collaborate and plan to provide targeted professional development led by teacher leaders, for all teachers and TAs. Emphasis on growing teachers' effectiveness with all electronic platforms in use by the campus. (Target Group: All)	Administrative Team	February 15, 2021	(L)Campus BTO	Criteria: Faculty meeting agendas Professional development agendas 2021 TELL Survey Data

Bailey Middle School

- Goal 2.** (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.** (Culturally Responsive Restorative Practices (CRRP)) Research indicates that exclusionary discipline practices disproportionately affect students of color and increase the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system. CRRP is intended to counteract these trends by providing schools with resources and a framework to cultivate a positive, affirming school climate for all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Culturally Responsive training to all staff on an ongoing basis during PD opportunities for the balance of the 20-21 school year and continuing into next school year. Training will be in collaboration with Bowie Vertical Team Schools. (Target Group: H,AA,ECD,ESL,Migrant,LEP,SPED)	Administrative Team, Campus Leadership Team	Through May 2021	(L)Campus BTO	Criteria: PD and faculty meeting agendas HCP and BLEND Trainings completed (if available) Student Survey data Parent survey data

Bailey Middle School

Goal 3. (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. Highlight the use of our most current data (9-weeks exams, teacher created end-of-grading-period exams, MOY's, etc., to target sets of students needing intervention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Print lists of struggling students by grade level to plan a system of supports to get them back on track. Lists will be shared with grade levels and grade level teams to plan intervention strategies and support systems. PLCs will meet regularly to speak about specific kids and share strategies that are successful and those that are not. (Target Group: H,AA,ECD,ESL,LEP,SPED,AtRisk)	Administrative Team, Campus Leadership Team, Counselor	11/20/20, 02/26/21, 04/16	(L)Campus BTO	Criteria: MOY data 6 weeks grades 1st 9-weeks tests

Bailey Middle School

Goal 3. (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. (ESF Essential Action 5.4) RTI for students with learning gaps. Identify students by grade level in need of additional intervention strategies and planning. Use designated daily "Intervention time" to address needs of any struggling learner at every grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify, recruit, and monitor targeted students at each grade level in need of grade repair or grade recovery. Invite them to Twilight Program (after school and Saturday school intervention). Also schedule them for small group work during daily intervention time with individual teachers based on Teacher requests. (Target Group: AtRisk,6th,7th ,8th)	Administrative Team, PLCs	Ongoing through May 2021	(L)Campus BTO	Criteria: Twilight enrollment data Twilight attendance data Intervention time data

SY 20-21 CIP Developers List

Name	Position
Andrews, Floretta	Asst. Principal
Galindo, Rachel	Asst. Principal
Puscas, Corrie	Counselor
Gil, Efren	Teacher - CAC Chair
Moreno, Raul	Assoc Sup of Middle Schools, DCSI