Austin Independent School District

Bedicheck Middle School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 227901054

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

Superintendent:	Dr. Anthony Mays	**Principal:**	Sarah Atkinson
DCSI/Grant Coordinator:	Lindsie ONeill Almquist	**ESC Case Manager:**	Adrienne King
		ESC Region:	13

Assurances

DCSI/Grant Coordinator

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

Signature: Lindsie ON

Table of Contents

Data Analysis 4
- Student Achievement 4
- School Progress 4
- Closing the Gaps 5

Data Analysis

What accountability goal has your campus set for this year?

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

What accountability goal has your campus set for this year?

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

What accountability goal has your campus set for this year?

Bedichek will be looking at Hispanic and White populations, with a potential increase in African American population for Domain 3 Closing the Gaps. Bedichek will continue to focus on Math for all student groups, but spefifically for the two lowest performing student groups identified. Academic Achievement 9/18, Growth Status 12/14, ELP status 1/1,

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

Math is focus (Domain 3)

This year, Bedford Middle School will focus on Mathematics achievement for Hispanic and White students because we have room to grow

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial Implementation
Key Practices:

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

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept ï Nov)

Did you achieve your student performance data goals? Why or why not?: Reading
We did not yet meet our target. This is our first year with online testing and students struggled with tools and strategies transfer from paper pencil to online context. Students also struggled with new item types. - especially the CR items.

Math

framework.

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

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

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

Did you achieve your 90 day outcome?: Yes

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

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The campus is not yet fully staffed- specifically the campus instruction leadership team is functioning with one principal and one substitute AP (should have two AP's and is down 5 administrators from last year).	Action Step 1	Once the CLT is completely staffed, they will have clear, written, and transparent roles and responsibilities.
Due to staffing changes, the position of Instructional Coach has been eliminated (district wide).	Action Step 2 wo ieadpthe)rmpedrs yn pL _ and ddd	Department chairs and grade level leads are being equipped

Step 2 Details	Reviews
Action Step 2: The CLT will use the clear, written, and transparent roles and responsibilities to lead department and grade-level teams. **Evidence Used to Determine Progress:** Campus instructional leaders utilize written protocols via agendas. **Person(s) Responsible:** Principal and Campus Instructional Leaders **Non-Funded Resources Needed:** Leverage Leadership and Get Better Faster books/texts **Addresses an Identified Challenge:** Yes **Start Date:** August 15, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 16, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** NA

Step 3 Details	Reviews
Action Step 3: Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. **Evidence Used to Determine Progress:** Leadership Calendar **Person(s) Responsible:** Principal DCSI Substitute AP	

-

Cycle 1 - (Sept ï Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

Rationale: Bedichek MS has several DDI systems already in place for student intervention which the instructional leadership team continues to build upon. There are pockets of excellence on campus regarding the use of data-driven instruction, but not all campus-wide DDI systems are solidly in place. There is a distinct focus on data this year and the ILT is being rebuilt this school year due to the assistant principal being promoted to principal, no current AP's and IC's are put back as full time teachers.
Through training and professional development, as well as clarification of roles, must be refined for this focus in our effort to advance gains in student academic progress. Additionally, there has been a gradual release of the responsibility of certain systems, e.g. interventions, enrichment, trackers, etc., to teachers to assist in the refinement of these processes and systems and provide a means for additional student gains. The leadership's reasoning behind working toward a full implementation of Essential Action 5.3 is not only to improve DDI systems, but that it will also have a positive ripple effect on EA 5.1: Objective-driven daily lesson plans with formative assessments.

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

Step 1 Details	Reviews
Action Step 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. **Evidence Used to Determine Progress:** Campus created "Growth Targets" Google sheet for Math and Reading. **Person(s) Responsible:** Principal, DCSI, ILT, Teachers **Non-Funded Resources Needed:** NA **Addresses an Identified Challenge:** Yes **Start Date:** August 15, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** December 16, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** NA

Step 2 Details	Reviews
Action Step 2: Student progress toward measurable goals (e.g., % of class and individual student mastering	

Step 3 Details	Reviews
Action Step 3: Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and	

Cycle 2 - (Dec ï Feb)

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

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

Implementation Level: Beginning Implementation

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

Step 2 Details	Reviews
Action Step 2: The principal and APs will use the clear, written, and transparent roles and responsibilities to lead department and grade-level teams in PLC's, classroom walkthroughs, data analysis, and "Just in Time Coaching" with a reduced administrative staff and in the absence of instructional coaches. **Evidence Used to Determine Progress:** Principal and APs will utilize written protocols via agendas. **Person(s) Responsible:** Principal and APs **Non-Funded Resources Needed:** Leverage Leadership and Get Better Faster books/texts	

Cycle 3 - (Mar ï May)

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

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

Implementation Level: Beginning Implementation

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

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

Who will you partner with?: Other

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

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The leadership team at Bedichek will continue in the next academic year, so

Cycle 3 - (Mar ï May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

Rationale: Bedichek MS has several DDI systems already in place for student intervention which the instructional leadership team continues to build upon. There are pockets of excellence on campus regarding the use of data-driven instruction, but not all campus-wide DDI systems are solidly in place. There is a distinct focus on data this year and the ILT is being rebuilt this school year due to the assistant principal being promoted to principal, no current AP's and IC's are put back as full time teachers.
Through training and professional development, as well as clarification of roles, must be refined for this focus in our effort to advance gains in student academic progress. Additionally, there has been a gradual release of the responsibility of certain systems, e.g. interventions, enrichment, trackers, etc., to teachers to assist in the refinement of these processes and systems and provide a means for additional student gains. The leadership's reasoning behind working toward a full implementation of Essential Action 5.3 is not only to improve DDI systems, but that it will also have a positive ripple effect on EA 5.1: Objective-driven daily lesson plans with formative assessments.

Who will you partner with?: Other

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

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

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

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

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

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

Cycle 4 - (Jun ï Aug)

Student Data

Student Achievement and Closing the Gaps					
Core Metrics	**Sub Metrics**	**Grade**	**Student Group**	**Subject Tested**	**Performance Level**

Addendums

22-23 Bedichek Administrative Responsibilities

PLC Lead for Math/SS/AVID Lesson Planning and Grades, Admin Team, Instructional Cabinet, CAC, and PTA	PLC Lead for - ELAR, SPED, Fine Arts Monitor Lesson Planning and Grades	PLC Lead for - Math, Science, Lote, PE, CTE Monitor Lesson Planning and Grades	
Project Specialist (1)	SPED TAs (9)	Custodians (5)	
Admin Team (2)	Guitar and Orchestra (2)	Science Dept (5)	
Front Office Staff (5)	Band, Theater, Art (3)	Spanish (2)	
Parent Support Specialist (1)	Choir (1)	CTE (3)	
Counselor (1)	Special Ed. Dept (11)	PE and Jr. Marines (2)	
Librarian (1)		Math Dept (7)	
ISS (1)			
AVID (3)			
ELAR and ESOL (7)			
SS (5)			

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

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

S1 PPFT			
S2 PPFT			
Total PPFT	0	0	0

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

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

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

Key
need 1 wt
need 2 wts
completed 3