

Campus Turnaround Plan

District Name:	Austin Independent School District	County-District Number (CDN):	227901
Campus Name:	Mendez Middle School	Campus Number:	58
Grades Served:	6-8	Date of Board Approval:	5/23/2016

Consecutive School Years Rated Academically Unacceptable/Improvement Required:	2nd Year IR
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Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Dr. Terrence Eaton	Associate Superintendent, Middle Schools
Ron Gonzales	Mendez MS Principal
Jonathan Smith	Mendez MS Academic Dean
Dr. Velma Wilson	PSP
Diane Giannascoli	DCSI
Tracilyn Wright	Administrative Supervisor, Middle Schools

Turnaround Plan Attestation Statements

<input checked="" type="checkbox"/>	By checking the box, we attest assistance was requested from parents and community members in developing the campus turnaround plan, per Texas Education Code (TEC) 39.107(a-2)(2). In addition, the request and input have been recorded and are available upon request.
<input checked="" type="checkbox"/>	By checking the box, we attest the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of trustees, per TEC 39.107(b). The comments must be submitted in the ISAM portal.
<input type="checkbox"/>	By checking the box, the superintendent and board of trustees attest this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward. The district confirms its commitment to support the school in the successful implementation of this plan.

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Historical Narrative (Optional Response)

Include a historical narrative that succinctly describes the history of the campus that has led to under performance. Limit the narrative to big picture issues and the challenges of the campus. Do not exceed 3000 characters.

Needs Summary and Turnaround Plan

Systemic Root Cause: *Describe the systemic root cause that has led to low student performance.*

- A. Lack of instructional alignment and delivery with fidelity across content areas, focused on educating the whole child, incorporating research-based and engaging instructional practices.
- B. Assessment and progress monitoring, especially for English Language Learner and Special Education student growth was not targeted and specific to meet the individual needs.
- C. High teacher turnover and a high number of novice teachers with limited content area knowledge for instructional delivery directly impacted student achievement.
- D. Campus leadership requires an innovative approach to improve scores.
- E. Lack of social/emotional learning support for students and families and the development of the whole child.

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<p>and monitor the progress of ELL and Special Education students will be created in conjunction with both departments from the Teaching and Learning community and made available to all teachers to utilize in driving instructional decisions.</p> <p>B.2. Teachers will receive explicit professional development instructional strategies on language acquisition, enriching vocabulary development strategies, word walls, visual representations to be utilized in all content areas. These differentiated and sheltered instruction techniques will assist English Language Learners, as well as students not performing on grade level. Teacher will utilize frequent assessments created by and with instructional leaders to assess student progress and design lessons for re-teaching and enrichment.</p> <p>B.3. A systematic plan of monitoring student progress, based on data will be developed in conjunction with the Child Study teams using eCST. Student results will be communicated to teachers, students and parents in an efficient and effective manner, resulting in increased student academic progress and achievement. Common assessments will be created by the instructional leadership team in conjunction with the Teaching and Learning Community, to monitor student progress in all content areas</p> <p>B.4. Common assessments will be created by the instructional leadership team in conjunction with the Teaching and Learning Community, to monitor student progress in all content areas</p> <p>B.5. Universal screeners and common assessments will be used to identify students in need of assistance, and to monitor their academic growth and success in reading, math, science and social studies.</p> <p>C.1. Provide dedicated campus instructional coaches in each content area to support the professional growth of all teachers. Instructional coaches will</p>		<input checked="" type="checkbox"/> <p style="font-size: 1.2em; color: red; opacity: 0.5;">DRAFT</p> <p>CSF 3 - Leadership Effectiveness</p>	
		<input checked="" type="checkbox"/> <p>CSF 4 - Increased Learning Time</p>	

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Outcome: *Describe how the turnaround initiative will resolve the identified systemic root cause.*

- A.1. Increased teacher capacity which will directly impact instructional alignment and student achievement. Instruction will be aligned vertically and data from formative assessments will inform instructional decisions.
- A.2. The literacy framework will ensure that all students are reading and writing on grade level and strengthen core instruction, to ensure consistency and implementation with fidelity across all grade levels. Targeted and specific instruction will be provided by a co-teaching model for ELL and special education students to ensure literacy development.
- A.3. Increased numbers of students achieving advanced levels in mathematics on STAAR assessments.
- A.4. The increased instructional supports provided to teachers through the implementation of SIM will build teacher content area expertise and provide the structures and supports necessary for novice teachers as they focus on not only content, but processes, structures and routines for effective classroom management and instructional delivery.
- A.5. Increased opportunities to participate in rigorous coursework will provide greater opportunities for student academic success and engagement.
- B. Systems for collecting, analyzing, and responding to data in a timely and consistent manner will be implemented campus wide and will adequately monitor student progress to ensure progress among all students through Tier 1 and Tier II instruction.
- C. Through observation of instructional delivery across the curriculum, the campus leadership team will hold all staff members accountable for new learning and implementation of all campus initiatives. Additional Professional Development will build capacity amongst the teaching staff and provide the support necessary for new teachers.
- D. The leadership and organizational change at the campus will have a direct impact on the daily instruction and the operations of the campus. By hiring highly trained instructional leaders to run the instructional as well as operational needs of the campus, we will ensure that the entire focus of the campus is the effective use of instructional time and the implementation of the aligned curriculum.
- E. Campus wide implementation of SEL will provide the campus with the needed systems of support for students and improve student behavior, attendance and academic performance and will provide a necessary whole child focus to ensure the social and emotional health of students, which will directly impact the learning environment and community.

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Processes/Procedures: *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*

Alignment:

The rollout of the turnaround plan remains in alignment with the district plans increased achievement in math, reading, science and social studies. The initiatives and expected outcomes listed support the instructional setting of the campus, placing teaching and learning at the center of all decision making both at the campus and district levels.

Efficiency and Effectiveness:

The Teaching and Learning community has placed the improvement required campus at its uppermost priority. A dedicated Director of Middle Schools will oversee the efficiency and effectiveness of the program. The role of the Director will be to be on site at the campus for .5/week, to complete campus walkthroughs with the campus administration and the Teaching and Learning community, to manage the checklist for the turnaround plan and collect all data to monitor campus progress. The Director will report directly to the Associate Superintendent of Middle Schools with progress reports every 6 weeks.

Continuous Improvement:

Campus leadership team and central office staff will create a checklist and timeline for campus initiatives. Quarterly, the team will review campus progress on each of the five-turnaround initiatives. Grades, assessments, attendance, discipline and parent attendance at meetings will be collected and monitored every 6 weeks to monitor campus progress.

Professional Learning Communities will meet with their content area instructional coach daily to review and create assessments, use data to progress monitor students, and design intervention and enrichment plans and activities to build skill development and provide extension opportunities for students mastering the content. Building a professional community will foster the professional culture needed to carryout campus initiatives. The structure of two conference periods a day will allow the professional learning to take place daily. Meetings every six weeks with campus and central administration will provide time for checklist meetings to review progress through data analysis and review, coupled with classroom visits.

Instructional Methods:

Students will be served in 45-55 minute classes, will receive daily instruction in all core content areas, and may participate in up to 3 electives. The instructional design of all courses will follow the Strategic Instructional Model, with a focus on learning how to learn, expressing ideas and deepening knowledge and preparing for tests. Students will learn strategies acquiring information from the printed word, organizing information, solving problems and expressing information in written format. These strategies will be developed in all content areas, in an aligned and systemic format that will be accessible for all students, especially our special populations of English Language Learners and Special Education students. Teachers will receive explicit professional development instructional strategies on language acquisition, enriching vocabulary development strategies, word walls, visual representations to be utilized in all content areas. These differentiated and sheltered instruction techniques will assist English Language Learners, as well as students not performing on grade level.

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Communications: *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

Clear and Focused Vision :

The development of the turnaround plan has involved all key stakeholders: parents, teachers, and community members. The newly hired campus principal, in conjunction with the parents, students, faculty, community, and the Associate Superintendent of Middle Schools, will complete the full vision of Mendez Middle School.

Key Stakeholders :

The development of key stakeholders has begun in conjunction with the community partners and activists in the Dove Springs area. The Middle School Director will be identified and be a stakeholder. The new campus leadership team, parents, students and the Innovation and Development department, will identify additional stakeholders.

Two-Way Communication :

CAC meetings, Dove Springs community meetings, faculty and staff meetings, student meetings, principal coffees, neighborhood walks, social media will all be utilized to share news of the turnaround plan and provide timely and regular feedback on progress.

Organizational Structure: *How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of the turnaround initiative?*

The Middle Schools Director will be added to the organizational structure of the campus to ensure the full implementation of the turnaround program with fidelity.

Capacity and Resources: *Describe the staff that are required to implement the plan. (Specify any new full time employees as a result of the initiative. Describe how personnel resources are different from the previous school year.)*

Personnel Outline :

- New campus principal will be hired 2016-2017
- Instructional coaches for all content areas will be dedicated to the campus
- The Associate Superintendent of Middle Schools, in conjunction with the Middle School Director, will oversee the implementation for all aspects of the Turnaround Plan

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How will you allocate campus and district funds for this initiative?			
Category	Amount	Description	
Payroll	\$335,000	4 instructional coaches, .5 SIM Coordinator, 1 Middle School Director	
Professional Development	\$50,000	PSEL training, ELL training, co-teaching model training	
Supplies and Materials	\$30,000	STEM Academy Supplies	
Other Operating Cost	\$950	Universal screeners	
Capital Outlay			

DRAFT