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| <i>Responses to these questions have been from the Contact-Intervention Information Tab</i> | <i>Education Service Center (ESC) Number:</i> | <i>District Number:</i> | <i>District Name:</i> | <i>Campus Number:</i> | <i>Campus Name:</i> |
| | Region 13 | 227901 | Austin ISD | 227901058 | Mendez MS |

Turnaround Implementation Plan

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| Definition / Purpose: | <p>The turnaround implementation plan will assist campuses in monitoring the impact of the turnaround initiative on students and other stakeholders. After completing the Campus Data Analysis tab, which identifies problem statements related to the campus' current Improvement Required rating, the Campus Intervention team will:</p> <ol style="list-style-type: none"> 1. Develop annual goals that resolve the issues identified in the problem statements. In year one of implementation, these goals serve as a half-way checkpoint to a Met Standard Rating. In year two of implementation, these goals will lead to a Met Standard rating. 2. Enter the turnaround initiative and systemic root cause from the board approved campus turnaround plan in the boxes below. These must match what was submitted for agency approval. 3. Break the turnaround initiative into initiative components and develop quarterly goals that measure the implementation and impact of each of these components. |
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| Turnaround Initiative: | Professional Learning Communities (PLCs) will be created in all content areas across grade levels to ensure instructional planning and delivery with fidelity. PLCs professional development training will take place for all instructional leaders and teachers, to provide the support necessary for all teachers, especially novice, to hold content rich conversations about best practices and learning how to use data to drive instruction to support academic achievement and promote development of the whole child, for all students, especially English Language Learners. |
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| Systemic Root Cause: | Lack of instructional alignment and delivery with fidelity across content areas, focused on educating the whole child, incorporating research-based and engaging instructional practices. |
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| Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i> | PS 1: | In 2016, Mendez All Students group achieved 51% on Reading, 49% on Math, 46% on Writing, 56% on Science, and 22% on Social Studies STAAR tests at the 2016 Level 2 satisfactory standard. | Annual Goal 1: | In 2017, Mendez All Students group will achieve at least a 15% reduction in failures on all 5 STAAR tests. Reading from 51% to at least 58%, Math from 49% to at least 57%, Writing from 46% to at least 54%, Science from 56% to at least 63%, Social Studies from 22% to at least 34%. |
| | PS 2: | In 2015-16, 53% of disciplinary incidents resulted in removals. | Annual Goal 2: | The number of disciplinary incidents that result in removals will be reduced by at least 25% compared to 2015-16. |
| | PS 3: | On 2016 STAAR, English Language Learners, African American Students, students with special needs, and students with economic disadvantages failed to meet the system safeguard of 60% passing on all subjects tested. | Annual Goal 3: | On at least 60% of the 2017 STAAR tests, there will be a 15 percentage reduction in ELL, AA, SpEd, and ECD failures on STAAR/EOC when compared to the prior year (both years at the 2016-17 standard). |
| | PS 4: | On the 2016 Accountability Ratings report, the campus earned an Index 4 score of 12, which is 1 point below the target. | Annual Goal 4: | On the 2017 Accountability Ratings report, the campus will earn an Index 4 score of at least 14. |
| | PS 5: | | Annual Goal 5: | <Enter text> |
| | PS 6: | | Annual Goal 6: | <Enter text> |
| | PS 7: | | Annual Goal 7: | <Enter text> |
| | PS 8: | | Annual Goal 8: | <Enter text> |
| | PS 9: | | Annual Goal 9: | <Enter text> |
| | PS 10: | | Annual Goal 10: | <Enter text> |

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

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| Attestation Statement: | <input type="checkbox"/> By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request. |
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| Turnaround Initiative Component: | Implement a comprehensive instructional model that will build teacher content area expertise and provide the structures and supports necessary for novice teachers as they focus on content, processes, structures, and routines for effective classroom management and instructional delivery. |
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Interventions by Quarter

| Q1 (Aug, Sept, Oct) | | Q2 (Nov, Dec, Jan) | | Q3 (Feb, Mar) | | Q4 (April, May, June) | |
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| Q1 Goal: | 100% of teachers are trained in the comprehensive instructional model. | Q2 Goal: | For each subject and grade level, 60% of the "Focus TEKS" that were assessed at least 2 times during the quarter will meet expected progress (progress defined as at least a 7% reduction in failures). | Q3 Goal: | For each subject and grade level, 60% of the "Focus TEKS" that were assessed at least 2 times during the quarter will meet expected progress (progress defined as at least a 10% reduction in failures). | Q4 Goal: | For each subject and grade level, 60% of the "Focus TEKS" that were assessed at least 2 times during the quarter will meet expected progress (progress defined as at least a 15% reduction in failures). |
| Q1 Interventions | | Q2 Interventions | | Q3 Interventions | | Q4 Interventions | |
| 1) | <p>1. At the first CAC meeting of the year, the campus will conduct a public meeting to solicit input for TIP development [Principal]. - ✓ <i>public meeting notice, agenda, sign-in sheet, input recieved</i></p> <p>2. By 8/17/16 All Instructional Staff will receive training on the Unit Organizer [Principal]. - ✓ <i>training agenda and 100% (64/64) teachers on sign-in sheet</i></p> <p>3. By 8/15/16, Learning Strategies teachers, Instructional Coach, and Admin will receive training on: Possible Selves, Word Mapping, Fundamentals of Paraphrasing, Paraphrasing Strategy, and the self-questioning techniques [Principal]. - ✓ <i>training agenda and 100% (64/64) teachers on sign-in sheet</i></p> <p>4. By 8/15/16 Administrators conduct meeting with teachers that involves data analysis and explanation of how using a CIM will improve the academic achievement of all students [Principal]. - ✓ <i>meeting agenda and 100% (64/64) teachers on sign-in sheet</i></p> <p>5. By 9/6 Walk-through Forms with "Look-fors" addressing best practices and the strategies specific to the CIM will be developed [Academic Dean]. - ✓ <i>walkthrough form with SIM strategies identified</i></p> <p>6. By 10/15, all teachers will be trained on Effective PLCs [Principal] - ✓ <i>training agenda from 10/10 and 96% (64/67) teachers on sign-in sheet</i></p> | 1) | <p>1. All Instructional Staff will receive CIM training on the FRAME, which includes Cue-Do-Review and SMARTER Planning (PLC Structure) [Principal].</p> <p>2. Following training, 1-2 of the strategies will be selected for implementation and a list of classroom "look-fors" will be developed [Academic Dean]</p> <p>3. By January, Learning Strategies teachers, Instructional Coach, and Admin will receive training on the infer strategy [Principal]. Following training, they will select 1-2 of the strategies to implement and develop a list of classroom "look-fors" based on the training [Academic Dean].</p> <p>4. Principal will utilize CAC meetings, community meetings, faculty and staff, student meetings, principal coffees, neighborhood walks, and social media to share progress and obtain feedback on the implementation of the TIP.</p> | 1) | <p>1. By 2/14/17 Administrators meet with teachers to share walkthrough data, results of TIP Q2, and Q3 walkthrough schedule, emphasize need for CIM, SEL, and Differentiation strategies (see other Turnaround Initiative Components), recommunicate plan and re-motivate staff [Principal]</p> <p>2. Principal will utilize CAC meetings, community meetings, faculty and staff, student meetings, principal coffees, neighborhood walks, and social media to share progress and obtain feedback on the implementation of the TIP.</p> | 1) | <p>1. By 4/30/17 Administrators Administrators meet with teachers to share walkthrough data, results of TIP Q3, and Q4 walkthrough schedule, emphasize need for CIM, SEL, and Differentiation strategies (see other Turnaround Initiative Components), recommunicate plan and re-motivate staff [Principal]</p> <p>2. Principal will utilize CAC meetings, community meetings, faculty and staff, student meetings, principal coffees, neighborhood walks, and social media to share progress and obtain feedback on the implementation of the TIP.</p> <p>3. By 5/30/17, LLT and Admins will review a summary of analysis to highlight areas of success, discover areas of need, and plan for the next year that has been prepared by the CIM team [Principal/Instructional Coach/LLT].</p> |
| 2) | <p>7. Principal, Admins, and Instructional Coaches will use the walkthrough form to document observations of, and provide feedback to, teachers regarding implementation of CIM tools (both at the individual teacher level and at the department, team and campus level) [Academic Dean]. - ✓ <i>45 walkthroughs conducted, X documentation of feedback provided</i></p> | 2) | <p>5. Principal, Admins, and Instructional Coaches will use the walkthrough form to document observations of, and provide feedback to, teachers regarding implementation of CIM tools (both at the individual teacher level and at the department, team and campus level). Feedback given in PLCs, department meetings, etc. [Principal]</p> <p>6. By 12/20/16, Principal, the CIM Campus Implementation Team, district representatives, and Instructional Coach will conduct a formal walkthrough.</p> | 2) | <p>3. Principal, Admins, and Instructional Coaches will use the walkthrough form to document observations of, and provide feedback to, teachers regarding implementation of CIM tools (both at the individual teacher level and at the department, team and campus level) (at least 3 per teacher per semester). Feedback given in PLCs, department meetings, etc. [Principal]</p> | 2) | <p>4. Principal, Admins, and Instructional Coaches will use the walkthrough form to document observations of, and pro+M12vide feedback to, teachers regarding implementation of CIM tools (both at the individual teacher level and at the department, team and campus level) (at least 3 per teacher per semester). Feedback given in PLCs, department meetings, etc. [Principal]</p> <p>5. By 4/21/17, Principal, the CIM Campus Implementation Team, district representatives, and Instructional Coach will conduct a formal walkthrough.</p> |
| 3) | <p>8. Principal, Admins, and Instructional Coach will identify teachers, departments, and/or teams who are struggling with implementation of the CIM tools and make specific plans for growth. Support may include modeling lessons and team-teaching. [CIM Instructional Coach]. - ✓ <i>list of identified teachers, plan for each teacher</i></p> <p>9. CIM Instructional Coach will increase support for teachers identified as struggling per the specific plans for growth, and will re-visit classrooms [CIM Instructional Coach] - ✓ <i>coaching log with support and revisit documentation</i></p> <p>10. Twice per six weeks CIM coaches will work with teachers and Instructional Coach on supporting Learning Strategies and Content Enhancement Routines [CIM Instructional Coach]. - ✓ <i>visit summary/plan of action</i></p> | 3) | <p>7. Principal, Admins, and Instructional Coach will identify teachers, departments, and/or teams who are struggling with implementation of the CIM instructional tools and make specific plans for growth. Support may include modeling lessons and team-teaching. [Principal].</p> <p>8. CIM Instructional Coach will increase support for teachers identified as struggling per the specific plans for growth, and will re-visit classrooms [Instructional Coach]</p> <p>9. Expert coaches from the CIM team will work with teachers and CIM Instructional Coach on supporting Learning Strategies and Content Enhancement Routines at least once monthly [Principal].</p> | 3) | <p>4. Principal, Admins, and Instructional Coach will identify teachers, departments, and/or teams who are struggling with implementation of the CIM tools and make specific plans for growth. Support may include modeling lessons and team-teaching. [Principal].</p> <p>5. Instructional Coach will increase support for teachers identified as struggling per the specific plans for growth, and will re-visit classrooms [Instructional Coach]</p> <p>6. Expert coaches from the CIM team will work with teachers and CIM Instructional Coach on supporting Learning Strategies and Content Enhancement Routines [Principal].</p> | 3) | <p>6. Principal, Admins, and Instructional Coach will identify teachers, departments, and/or teams who are struggling with implementation of the CIM tools and make specific plans for growth. Support may include modeling lessons and team-teaching. [Principal].</p> <p>7. CIM Instructional Coach will increase support for teachers identified as struggling per the specific plans for growth, and will re-visit classrooms [Instructional Coach]</p> <p>8. At least once a month, CIM coaches will work with teachers and Instructional Coach on supporting Learning Strategies and Content Enhancement Routines [Principal]</p> |

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| | <p>11. By 9/30, Teachers will administer iStation literacy assessment to all students and Instructional Coach will identify students that are below grade level [CIM Instructional Coach]. - ✓ <i>ISIP results, ✓ list of identified students</i></p> <p>12. By 9/30, Principal, Instructional Coach and LLT will finalize list of struggling readers [CIM Instructional Coach]. - ✓ <i>list of struggling readers</i></p> <p>13. By 9/30, Teachers will administer Gates MacGinitie to all 6th, 7th, and 8th grade students identified as struggling readers [CIM Instructional Coach]. - ✓ <i>Gates MacGinitie results</i></p> <p>4) 14. Counselors will enroll at least 50% of struggling readers in a Learning Strategies class [CIM Instructional Coach]. - ✓ <i>roster of students enrolled in LS class</i></p> <p>15. Each ELA, Math, Science and Social Studies PLC will analyze previous year STAAR data and will pick at least 5 "Focus TEKS" (based on student need) to focus on continuously throughout the year. Beginning benchmark data will be collected. [Academic Dean] - ✓ <i>list of Focus TEKS for each core area</i></p> | | <p>10. The CIM Instructional Coach will review Struggling Learner Data Spreadsheet with CIM Campus Implementation Team to ensure students are moving through strategies at an adequate pace [Principal/Instructional Coach].</p> <p>4) 11. Teachers will contiously address and assess student learning and document progress on the focus TEKS for each core-content PLC.</p> | | <p>7. Each month, Instructional Coach will review Struggling Learner Data Spreadsheet with RAISEup team to ensure students are moving through strategies at an adequate pace [Principal/Instructional Coach].</p> <p>4) 8. Teachers will contiously address and assess student learning and document progress on the focus TEKS for each core-content PLC.</p> | | <p>9. Each month, Instructional Coach will review Struggling Learner Data Spreadsheet with RAISEup team to ensure students are moving through strategies at an adequate pace [Principal/Instructional Coach].</p> <p>10. By 5/30/17, Teachers will administer iStation literacy assessment post-test to all students and Instructional Coach will identify students that are below grade level [Instructional Coach].</p> <p>4) 11. By 5/30/17, Principal, Instructional Coach and LLT will finalize list of struggling readers [Principal/LLC/Instructional Coach].</p> <p>12. By 5/30/17, Teachers will administer Gates MacGinitie to all students identified as struggling readers [Instructional Coach].</p> <p>13. By 5/30/17, Learning Strategies teachers, Instructional Coach, and Admin will preview other learning strategies for use in Year 2 of implementation [Principal/Instructional Coach].</p> <p>14. Teachers will contiously address and assess student learning and document progress on the focus TEKS for each core-content PLC.</p> |
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Turnaround Implementation Plan

Turnaround Initiative Component: Implement campus-wide Social and Emotional Learning (SEL) strategies by integrating skills and concepts into the instructional core and the culture and climate of the school.

Interventions by Quarter

| Q1 (Aug, Sept, Oct) | | Q2 (Nov, Dec, Jan) | | Q3 (Feb, Mar) | | Q4 (April, May, June) | |
|---------------------|---|--------------------|---|------------------|---|-----------------------|---|
| Q1 Goal: | 100% of teachers receive training in at least one key area of SEL. | Q2 Goal: | The number of student in and out of school suspensions will be reduced by at least 15% compared to the same time period in 2015-16. | Q3 Goal: | The number of student in and out of school suspensions will be reduced by at least 20% compared to the same time period in 2015-16. | Q4 Goal: | The number of student in and out of school suspensions will be reduced by at least 25% compared to the same time period in 2015-16. |
| Q1 Interventions | | Q2 Interventions | | Q3 Interventions | | Q4 Interventions | |
| 1) | <p>1. Teaching and Learning Community will conduct walkthrough visits every other week, utilizing the district walkthrough protocol. Findings will be shared with CLT [Principal] - <i>T&LC walkthrough schedule, walkthrough data/visit summary</i></p> <p>2. The CLT, Literacy Leadership Team (LLT), and Teaching & Learning Community will meet every 6 weeks to monitor campus progress and identify additional support needed from all members of the district. This meeting will include reviewing MS Office walkthrough protocols, CDA Dashboards with attendance, grades, assessments, and discipline, and parent attendance at meetings. Findings will be shared with campus (see Strategy 1) [Principal] - <i>meeting agenda/presentation</i></p> | 1) | <p>1. Teaching and Learning Community will conduct walkthrough visits every other week, utilizing the district walkthrough protocol. Findings will be shared with CLT.</p> <p>2. The CLT, Literacy Leadership Team (LLT), and Teaching & Learning Community will meet every 6 weeks to monitor campus progress and identify additional support needed from all members of the district. This meeting will include reviewing MS Office walkthrough protocols, CDA Dashboards with attendance, grades, assessments, and discipline, and parent attendance at meetings. Findings will be shared with campus (see Strategy 1)</p> | 1) | <p>1. Teaching and Learning Community will conduct walkthrough visits every other week, utilizing the district walkthrough protocol. Findings will be shared with CLT.</p> <p>2. The CLT, Literacy Leadership Team (LLT), and Teaching & Learning Community will meet every 6 weeks to monitor campus progress and identify additional support needed from all members of the district. This meeting will include reviewing MS Office walkthrough protocols, CDA Dashboards with attendance, grades, assessments, and discipline, and parent attendance at meetings. Findings will be shared with campus (see Strategy 1)</p> | 1) | <p>1. Teaching and Learning Community will conduct walkthrough visits every other week, utilizing the district walkthrough protocol. Findings will be shared with CLT.</p> <p>2. The CLT, Literacy Leadership Team (LLT), and Teaching & Learning Community will meet every 6 weeks to monitor campus progress and identify additional support needed from all members of the district. This meeting will include reviewing MS Office walkthrough protocols, CDA Dashboards with attendance, grades, assessments, and discipline, and parent attendance at meetings. Findings will be shared with campus (see Strategy 1)</p> |
| 2) | <p>3. By 8/30/16 Administrators, coaches, teachers, and PSPs attend SEL training, which includes Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making select 1-2 of the strategies to implement, and develop a list of classroom "look-fors" based on the training [SEL Administrator] - <i>training agenda, 100% (64/64) teachers on sign-in sheet, list of "look-fors"</i></p> <p>4. By 8/30/16 Administrators, coaches, teachers, and PSPs incorporate the selected SEL strategies into the walkthrough form [SEL Administrator] - <i>walkthrough form</i></p> <p>5. By 8/30/16 Administrators develop a schedule (on calendar) of walkthroughs for Q1 (at least 1 walkthrough per teacher per month) [SEL Administrator] - <i>Google document to track walkthroughs for teachers</i></p> | 2) | <p>3. Based on the campus' needs, Administrators, coaches, teachers, and PSPs will select a 3rd of the SEL strategies to implement, and add this to the list of potential classroom look-fors [Academic Dean and Admin team]</p> <p>4. Administrators, coaches, teachers, and PSPs incorporate the selected SEL strategies into the walkthrough observations in the PPFT observation system [Principal]</p> <p>5. Administrators develop a schedule (on calendar) of walkthroughs for Q2 (at least 1 walkthrough per teacher per month).</p> <p>6. Adjust walkthrough schedule calendar if needed to reflect needs for supporting teachers. [Principal]</p> | 2) | <p>3. Based on the campus' needs, by 1/27/17 Administrators, coaches, teachers, and PSPs will select a 4th of the SEL strategies to implement for both those who are thriving and can deepen their practice and those who are struggling and may need another frame, and add this to the list of potential classroom look-fors [Academic Dean and Admin team]</p> <p>4. By 2/10/17 Administrators, coaches, teachers, and PSPs incorporate the selected SEL strategies into the walkthrough observations in the PPFT observation system [Principal]</p> <p>5. By 2/10/17 Administrators develop a schedule (on calendar) of walkthroughs for Q3 (at least 1 walkthrough per teacher per month).</p> <p>6. Adjust walkthrough schedule calendar if needed to reflect needs for supporting teachers. [Principal]</p> | 2) | <p>3. Based on the campus needs and successes, by 4/7/17 Administrators, coaches, teachers, and PSPs will identify on campus staff prepared to lead PD embedded in PLC time.</p> <p>4. Identified staff will incorporate the 4 SEL strategies in new and challenging ways during Q4, and add these dimensions to the look-fors [Academic Dean and admin team]</p> <p>5. By 4/14/17 Administrators, coaches, teachers, and PSPs incorporate the campus-created SEL strategy frames into the walkthrough observations in the PPFT observation system [Principal]</p> <p>6. By 4/14/17 Administrators develop a schedule (on calendar) of walkthroughs for Q4 (at least 1 walkthrough per teacher per month). Adjust walkthrough schedule calendar if needed to reflect needs for supporting teachers. [Principal]</p> |
| 3) | <p>6. By 9/9/16 During grade level planning meetings, Administrators, coaches, and teachers discuss student progress and how to use the selected SEL strategies to support students based on their needs and provide feedback on implementation [Academic Dean] - <i>Meeting minutes/presentation</i></p> <p>7. By 9/9/16 Teachers include selected SEL strategies in lesson plans [Academic Dean] - <i>lesson plans provided for the 1st 9 weeks</i></p> <p>8. Starting 9/12/16 Administrators, coaches, and PSPs evaluate implementation of selected SEL strategies using PPFT/Google Docs (at least 1 walkthrough per teacher per month including during explicit SEL instruction during advisory/Maverick PRIDE time) [Principal/SEL Administrator] - <i>67% (29/44) observations from coaching records (22 core teachers x 1 visit per month x 2 months)</i></p> <p>9. Starting 9/12/16 Administrators and coaches provide feedback in PLCs on implementation of selected SEL strategies [Principal/SEL Administrator] - <i>100% (1/1) PLC meeting minutes combined with #6</i></p> <p>10. Starting 9/12/16 Teachers adjust instruction based on feedback [Principal/SEL Administrator] - <i>100% (1/1) lessons observed</i></p> | 3) | <p>7. By 11/7/16 During grade level planning meetings, Administrators, coaches, and teachers discuss student progress and how to use the selected SEL strategies to support students based on their needs [Dean]</p> <p>8. Starting 11/7/16 students identified as needing more support are paired with campus mentors who provide SEL support while teachers are trained</p> <p>9. By 11/7/16 Teachers include selected SEL strategies in lesson plans and use selected strategies while delivering lessons [Academic Dean]</p> <p>10. Starting 11/14/16 Administrators, coaches, and PSPs evaluate implementation of selected SEL strategies using PPFT/Google Docs (at least 1 walkthrough per teacher per month including during explicit SEL instruction during advisory/Maverick PRIDE time) [Principal]</p> <p>11. Starting 11/14/16 Administrators and coaches provide feedback in PLCs on implementation of selected SEL strategies [Principal]</p> <p>12. Starting 11/14/16 Teachers adjust instruction based on feedback [Principal]</p> | 3) | <p>7. By 2/14/17 During grade level planning meetings, Administrators, coaches, and teachers discuss student progress as well as analyze Quarter 2 discipline data and how to use the selected SEL strategies to support students based on their needs [Dean]</p> <p>8. By 2/14/17 Admin, coaches, and teachers will connect with mentors about struggling students and adjust as needed to meet student needs</p> <p>9. By 2/14/17 Teachers include selected SEL strategies in lesson plans and use selected strategies while delivering lessons [Academic Dean]</p> <p>10. Starting 2/20/17 Administrators, coaches, and PSPs evaluate implementation of selected SEL strategies using PPFT/Google Docs (at least 1 walkthrough per teacher per month including during explicit SEL instruction during advisory/Maverick PRIDE time) [Principal]</p> <p>11. Starting 2/20/17 Administrators and coaches provide feedback in PLCs on implementation of selected SEL strategies [Principal]</p> <p>12. Starting 2/20/17 Teachers adjust instruction based on feedback [Principal]</p> | 3) | <p>7. By 4/17/17 During grade level planning meetings, Administrators, coaches, and teachers discuss student progress as well as analyze Quarter 3 discipline data and how to use the selected SEL strategies to support students based on their needs [Dean]</p> <p>8. By 4/17/17 Teachers include selected SEL strategies in lesson plans and use selected strategies while delivering lessons [Academic Dean]</p> <p>9. By 4/17/17 Admin, coaches, and teachers will connect with mentors about struggling students to adjust SEL delivery model for said students</p> <p>10. Starting 4/24/17 Administrators, coaches, and PSPs evaluate implementation of selected SEL strategies using PPFT/Google Docs (at least 1 walkthrough per teacher per month including during explicit SEL instruction during advisory/Maverick PRIDE time) [Principal]</p> <p>11. Starting 4/24/17 Administrators and coaches provide feedback in PLCs on implementation of selected SEL strategies [Principal]</p> <p>12. Starting 4/24/17 Teachers adjust instruction based on feedback [Principal]</p> |

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| 4) | <p>11. By 10/3/16 Admin, coaches, with the support of PSPs, identify teachers who are struggling with implementation of selected SEL strategies and make specific plans for growth [Principal/SEL Administrator] - <i>X list of identified teachers, X plan for each teacher</i></p> <p>12. By 10/10/16 Coaches/Admin meet with struggling teachers to review needs, specific plans for growth, agree on necessary adjustments, and schedule the re-visit in 1 week [Principal/SEL Administrator] - <i>X meeting notes including date/time of re-visit</i></p> <p>13. By 10/17/16 Coaches/Admin increase support for teachers identified as struggling per the specific plans for growth and re-visit the classroom [Principal/SEL Administrator] - <i>✓ coaching log with support and revisit documentation</i></p> | 4) | <p>13. By 12//16 Admin, coaches, with the support of PSPs, identify teachers who are struggling with implementation of selected SEL strategies and make specific plans for growth</p> <p>14. By 12/9/16 Coaches/Admin meet with struggling teachers to review needs, specific plans for growth, agree on necessary adjustments, and schedule the re-visit in 1 week [Principal and admin team]</p> <p>15. By 12/14/16 Coaches/Admin increase support for teachers identified as struggling per the specific plans for growth and re-visit the classroom [Principal and admin team]</p> | 4) | <p>13. By 3/6/17 Admin, coaches, with the support of PSPs, identify teachers who are struggling with implementation of selected SEL strategies and make specific plans for growth</p> <p>14. By 3/10/17 Coaches meet with struggling teachers to review needs, specific plans for growth, agree on necessary adjustments, and schedule the re-visit in 1 week [Principal and admin team]</p> <p>15. By 3/22/17 Coaches increase support for teachers identified as struggling per the specific plans for growth and re-visit the classroom [Principal and admin team]</p> | 4) | <p>13. By 5/8/17 Admin, coaches, with the support of PSPs, identify teachers who are struggling with implementation of selected SEL strategies and make specific plans for growth</p> <p>14. By 5/12/17 Coaches meet with struggling teachers to review needs, specific plans for growth, agree on necessary adjustments, and schedule the re-visit in 1 week [Principal and admin team]</p> <p>15. By 5/19/16 Coaches increase support for teachers identified as struggling per the specific plans for growth and re-visit the classroom [Principal and admin team]</p> |
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Turnaround Implementation Plan

Turnaround Initiative Component: Attend professional development on language acquisition, enriching vocabulary development strategies, word walls, and 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.

Interventions by Quarter

| Q1 (Aug, Sept, Oct) | | Q2 (Nov, Dec, Jan) | | Q3 (Feb, Mar) | | Q4 (April, May, June) | |
|---------------------|--|--------------------|--|------------------|--|-----------------------|--|
| Q1 Goal: | All administrators, coaches, and teachers are trained on differentiated and sheltered instruction techniques, including language acquisition, enriching vocabulary development strategies, word walls, and visual representations to be utilized in all content areas. | Q2 Goal: | Short cycle assessment results for ELL and SpEd students show 70% of students passing most recent assessment (at 51% cut score). | Q3 Goal: | On at least 50% of the MOY tests taken, ELL and SpEd students will show a 10 percentage point gain in proficiency on MOY when compared to the prior year. | Q4 Goal: | On at least 60% of the 2017 STAAR tests, there will be a 15 percentage reduction in ELL and SpEd failures on STAAR/EOC when compared to the prior year (both years at the Level II Final standard). |
| Q1 Interventions | | Q2 Interventions | | Q3 Interventions | | Q4 Interventions | |
| 1) | <p>1. By 10/14, Administrators, coaches, and teachers attend training listed in Q1 goal, and identify vocabulary development and language acquisition as the strategies to be focused on in Q1. Develop a list of classroom "look-fors" based on the training [Academic Dean]. - ✓ <i>training agenda</i>, ✓ 100% (67/67) teachers on sign-in sheet, ✓ <i>list of "look-fors"</i></p> <p>2. By 10/14, All teachers attend PLC model training provided by CLT which includes training on DMAC, the creation of common assessments, and tracking/monitoring of student progress to quickly identify students in need of additional academic support and interventions. [Dean] - <i>training agenda</i>, ___% (___/___) teachers on sign-in sheet <i>move to Q2</i></p> <p>3. By 9/2, Teachers are trained on how to log into LPAS/SEEDS/e504 to view the TELPAS levels, IEPs/BIPs, and 504 plans for all students in their classrooms, and determine which supports students' need based on their levels. [Principal] - ✓ <i>training agenda's</i>, ✓ 100% (64/64) teachers on sign-in sheet/s</p> | 1) | <p>1. Administrators, coaches, and teachers identify strategies to be focused on in Q2. Develop a list of classroom "look-fors" based on the training [Dean]</p> <p>2. Any new teachers are trained on: DMAC, the creation of common assessments, tracking/monitoring of student progress to quickly identify students in need of additional academic support and interventions, how to log into LPAS/SEEDS/e504 to view the TELPAS levels, IEPs/BIPs, and 504 plans for all students in their classrooms, and determine which supports students' need based on their levels. [Dean, Administration]</p> | 1) | <p>1. Administrators, coaches, and teachers identify strategies to be focused on in Q3. Develop a list of classroom "look-fors" based on the training [Dean]</p> <p>2. Any new teachers are trained on: DMAC, the creation of common assessments, tracking/monitoring of student progress to quickly identify students in need of additional academic support and interventions, how to log into LPAS/SEEDS/e504 to view the TELPAS levels, IEPs/BIPs, and 504 plans for all students in their classrooms, and determine which supports students' need based on their levels. [Dean, Administration]</p> | 1) | <p>1. Administrators, coaches, and teachers identify strategies to be focused on in Q4. Develop a list of classroom "look-fors" based on the training [Dean]</p> <p>2. Any new teachers are trained on: DMAC, the creation of common assessments, tracking/monitoring of student progress to quickly identify students in need of additional academic support and interventions, how to log into LPAS/SEEDS/e504 to view the TELPAS levels, IEPs/BIPs, and 504 plans for all students in their classrooms, and determine which supports students' need based on their levels. [Dean, Administration]</p> |
| 2) | <p>4. Principal adjusts the master schedule to provide 2 conf. periods/day for teachers and hires dedicated ICs in each content area. [Principal] - ✓ <i>master schedule</i></p> <p>5. By 9/13, Administrators develop a walkthrough calendar for Q1 (3/core teacher/month) [Academic Dean] - ✓ <i>Google document to track walkthroughs for teachers</i></p> <p>6. CLT, Teaching & Learning Community, and Instructional Coaches will utilize universal screeners and create common assessments to monitor student progress in all core areas. [Academic Dean] - ✓ <i>common assessment calendar for Q1</i></p> <p>7. PLCs and APs meets every 6 weeks to review progress through data analysis and classroom visits and discuss ongoing progress monitoring of students via eCST. [Principal] - ✓ <i>agenda</i>, ✓ <i>meeting minutes</i></p> | 2) | <p>3. Administrators develop a walkthrough calendar for Q2 (3/core teacher/month) [Principal]</p> <p>4. CLT, Teaching & Learning Community, and Instructional Coaches will utilize universal screeners and create common assessments to monitor student progress in all core areas. [Dean]</p> <p>5. PLCs meet with campus and central administration every 6 weeks to review progress through data analysis and classroom visits and discuss ongoing progress monitoring of students via eCST. [Dean]</p> | 2) | <p>3. Administrators develop a walkthrough calendar for Q3 (3/core teacher/month) [Principal]</p> <p>4. CLT, Teaching & Learning Community, and Instructional Coaches will utilize universal screeners and create common assessments to monitor student progress in all core areas. [Dean]</p> <p>5. PLCs meet with campus and central administration every 6 weeks to review progress through data analysis and classroom visits and discuss ongoing progress monitoring of students via eCST. [Dean]</p> | 2) | <p>3. Administrators develop a walkthrough calendar for Q4 (3/core teachers/month) [Principal]</p> <p>4. CLT, Teaching & Learning Community, and Instructional Coaches will utilize universal screeners and create common assessments to monitor student progress in all core areas. [Dean]</p> <p>5. PLCs meet with campus and central administration every 6 weeks to review progress through data analysis and classroom visits and discuss ongoing progress monitoring of students via eCST. [Dean]</p> |
| 3) | <p>8. PLCs meet with IC daily to discuss progress of students, design intervention and enrichment plans and activities to build skill development, discuss how to use the selected strategies to support students based on their needs, and provide extension opportunities for students mastering the content. [Academic Dean] - ✓ <i>PLC meeting minutes</i> (✓ <i>ELA, X Math, X Science, X Social Studies</i>)</p> <p>9. By October 1, Administrators and coaches incorporate selected strategies into the walkthrough form and share it with staff [Academic Dean] - ✓ <i>walkthrough form</i></p> <p>10. By 9/6 Teachers include selected strategies in lesson plans [Academic Dean] - 67% (8/12) lesson plans randomly sampled</p> <p>11. Starting 9/12 Administrators and coaches use the walkthrough form to evaluate implementation and provide feedback to teacher (1/core teacher/month) [Principal] - 39% (17/44) walkthrough forms/coaching logs completed (22 core teachers x 1 visit per month x 2 months), X walkthroughs had corresponding feedback</p> <p>12. Walkthrough data shows 70% of teachers implementing selected strategies with fidelity. [Principal] - ___% (___/___) walkthrough forms</p> | 3) | <p>6. PLCs meet with IC daily to discuss progress of students, design intervention and enrichment plans and activities to build skill development, discuss how to use the selected strategies to support students based on their needs, and provide extension opportunities for students mastering the content. [Dean]</p> <p>7. Administrators and coaches incorporate selected strategies into the walkthrough form and share it with staff [Principal]</p> <p>8. Teachers include selected strategies in lesson plans and use selected strategies while delivering lessons [Dean]</p> <p>9. Administrators and coaches use the walkthrough form to evaluate implementation and provide feedback to teacher (4/core teacher/month) [Principal]</p> <p>10. Walkthrough data shows 75% of teachers implementing selected strategies with fidelity. [Principal]</p> | 3) | <p>6. PLCs meet with IC daily to discuss progress of students, design intervention and enrichment plans and activities to build skill development, discuss how to use the selected strategies to support students based on their needs, and provide extension opportunities for students mastering the content. [Dean]</p> <p>7. Administrators and coaches incorporate selected strategies into the walkthrough form and share it with staff [Principal]</p> <p>8. Teachers include selected strategies in lesson plans and use selected strategies while delivering lessons [Dean]</p> <p>9. Administrators and coaches use the walkthrough form to evaluate implementation and provide feedback to teacher (4/core teacher/month) [Principal]</p> <p>10. Walkthrough data shows 80% of teachers implementing selected strategies with fidelity. [Principal]</p> | 3) | <p>6. PLCs meet with IC daily to discuss progress of students, design intervention and enrichment plans and activities to build skill development, discuss how to use the selected strategies to support students based on their needs, and provide extension opportunities for students mastering the content. [Dean]</p> <p>7. Administrators and coaches incorporate selected strategies into the walkthrough form and share it with staff [Principal]</p> <p>8. Teachers include selected strategies in lesson plans and use selected strategies while delivering lessons [Dean]</p> <p>9. Administrators and coaches use the walkthrough form to evaluate implementation and provide feedback to teacher (4/core teacher/month) [Principal]</p> <p>10. Walkthrough data shows 85% of teachers implementing selected strategies with fidelity. [Principal]</p> |

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| <i>Responses to these questions have been from the Contact-Intervention Information Tab</i> | <i>Education Service Center (ESC) Number:</i> | <i>District Number:</i> | <i>District Name:</i> | <i>Campus Number:</i> | <i>Campus Name:</i> |
| | Region 13 | 227901 | Austin ISD | 227901058 | Mendez MS |

Turnaround Implementation Plan

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| 4) | <p>13. By 10/3, Admin and coaches identify teachers who are struggling with implementation of selected strategies and make plans for growth. [PPFT Appraiser/Admin] - ✓ <i>list of teachers</i></p> <p>14. By 10/10, Admin or coaches meet with struggling teachers to review needs, review plans for growth, agree on necessary adjustments, confirm support that coach will provide, and schedule the re-visit in 1 week [PPFT Appraiser/Admin] - ✓ <i>meeting minutes (including date/time of re-visit)</i></p> <p>15. Inclusion ELL teachers for each grade level will provide push-in support for ELLs [Principal] - ✓ <i>master schedule</i></p> | 4) | <p>11. Admin and coaches identify teachers who are struggling with implementation of selected strategies and make plans for growth.[PPFT Appraiser/Admin]</p> <p>12. Admin or coaches meet with struggling teachers to review needs, review plans for growth, agree on necessary adjustments, confirm support that coach will provide, and schedule the re-visit in 1 week [Principal]</p> <p>13. Inclusion ELL teachers for each grade level will provide push-in support for ELLs [Principal]</p> | 4) | <p>11. Admin and coaches identify teachers who are struggling with implementation of selected strategies and make plans for growth.[PPFT Appraiser/Admin]</p> <p>12. Admin or coaches meet with struggling teachers to review needs, review plans for growth, agree on necessary adjustments, confirm support that coach will provide, and schedule the re-visit in 1 week [Principal]</p> <p>13. Inclusion ELL teachers for each grade level will provide push-in support for ELLs [Principal]</p> | 4) | <p>11. Admin and coaches identify teachers who are struggling with implementation of selected strategies and make plans for growth.[PPFT Appraiser/Admin]</p> <p>12. Admin or coaches meet with struggling teachers to review needs, review plans for growth, agree on necessary adjustments, confirm support that coach will provide, and schedule the re-visit in 1 week [Principal]</p> <p>13. Inclusion ELL teachers for each grade level will provide push-in support for ELLs [Principal]</p> |
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| Responses to these questions have been from the Contact-Intervention Information Tab | Education Service Center (ESC) Number: Region 13 | District Number: 227901 | District Name: Austin ISD | Campus Number: 227901058 | Campus Name: Mendez MS |
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Turnaround Implementation Plan

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| Turnaround Initiative Component: | Implement an innovative STEM academy that will offer hands-on, project-based curriculum that promotes creativity, innovation, and real-world problem solving skills to a cohort of sixth graders. |
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Interventions by Quarter

| Q1 (Aug, Sept, Oct) | | Q2 (Nov, Dec, Jan) | | Q3 (Feb, Mar) | | Q4 (April, May, June) | |
|---------------------|--|--------------------|---|------------------|---|-----------------------|--|
| Q1 Goal: | 100% of Academy teachers receive training in project/problem-based learning, Design Thinking, PLTW, or Globaloria. | Q2 Goal: | Of the total number of 5th grade students in the Mendez feeder pattern, at least 70% will fill out intent forms to attend Mendez in Fall 2017. | Q3 Goal: | 2017 math and reading MOY results for STEM students will exceed the district middle school average pass rate. | Q4 Goal: | 2017 math and reading STAAR results for STEM students will exceed the district middle school average passing rate (at the Level II 2017 Standard). |
| Q1 Interventions | | Q2 Interventions | | Q3 Interventions | | Q4 Interventions | |
| 1) | <p>1. Master Schedule reflects new advanced courses and programming to maximize availability of courses leading to high school credits for all students [Academy Director]. - ✓ <i>master schedule</i></p> <p>2. STEM programming is aligned with the two feeder high schools (Akins and Travis). - ✓ <i>vertical team initiatives</i></p> <p>3. A STEM Advanced Learner pathway is created and Advanced Math and Advanced Science are available to 6th graders (these courses lead to Algebra and Integrated Physics and Chemistry P/F) [Academy Director]. - ✓ <i>course schedule</i></p> <p>4. All MGSA students (6th grade cohort) are enrolled in a CTE elective [Academy Director]. - ✓ <i>roster of MGSA students</i></p> | 1) | <p>1. By 9/28 Academy Director contacts Campus Counselor and sets up visits to each of the five elementary campuses that track to Mendez MS (Houston, Rodriguez, Widen, Langford and Perez), to recruit 5th graders to attend the MGSA.</p> <p>2. By 12/15, all five elementary campus visits are conducted and information provided about the program in English and Spanish.</p> | 1) | <p>1. Counselors and Academy Director present choice sheets to the 5th grade students at their campuses by January 31, 2017.</p> <p>2. Parents and students invited to Choice Sheet Information Night/Elective Showcase on February 15 with opportunity to enter choice sheets into the student self-serve in TEAMS.[Academy Director, PSS, FRC Staff, Counselors, Administrators, Counseling Secretary]</p> | 1) | <p>1. Students who entered the academy in SY 2016 are signed up for the appropriate courses to maintain academy designation for SY 2017 and receive priority placement in academy elective courses. [Counselors and Academy Director]</p> <p>2. Academy Student projects and accomplishments are celebrated at an end of year celebration and showcase on May 30, 2016 for parents, district stakeholders and business/community partners. [Academy Director, PSS, GAVA, FRC Staff]</p> |
| 2) | <p>5. Academy and 6th gr. Adv. Math and Science Teachers attend PD to learn about STEM integration across the academy with Globaloria (July 26-28, 2016) and EcoRise Youth Innovations (Sept. 7, 2016) – ✓ <i>training agendas and 83% (5/6) teachers on sign-in sheets</i></p> <p>6. By 9/7 7 teachers and Librarian tour Small Green Tech and develop MGSA mission and vision with Academy Director. - ✓ <i>visit summary</i></p> <p>7. By October, 4 teachers and Academy Director register to attend T-STEM Conference in January 2017. – <i>registration confirmation *move to Q2</i></p> | 2) | <p>3. Beginning 10/1 Academy Director meets with parents and conducts tours of Mendez to showcase new courses and student projects.</p> <p>4. By 10/1 MGSA Website is created to inform community about the programs.</p> <p>5. By the end of Q2, 115 6th grade students in MGSA successfully complete Semester 1 of problem and project-based learning in STEM courses, including participation in field-based experiences and service learning projects that benefit the community.</p> | 2) | <p>3. 100% of choice sheets made available to the campus are entered into student self-serve in TEAMS by Feb. 28, 2017 [PSS, FRC staff, Academy Director, Counselors, Administrators]</p> <p>4. 70% of choice sheets for the incoming class of 2017 entered into student self-serve reflect an intent to enroll in an academy pathway.</p> <p>5. Students currently enrolled in MGSA are signed up for the appropriate MGSA courses for 7th grade [Academy Director and Counselors]</p> | 2) | <p>3. 5th graders at the feeder elementary schools are invited to use the CMMS PAC for their 5th grade promotion ceremony to increase community involvement and allow parents and potential students to engage in a significant event at their potential middle school campus.[Academy Director, Counselors and Admin from feeder elementary schools, Mendez</p> <p>Counselors and Admin from feeder elementary schools, Mendez</p> |
| 3) | <p>8. Administrators schedule and conduct walk-throughs (at least one per MGSA teacher per month) to evaluate incorporation of EcoRise PBL/design thinking curriculum/use of Globaloria and provide timely feedback to teachers. – ✓ <i>walkthrough schedule, 57% (8/14) walkthrough forms (7 teachers x 1 visit per month x 2 months), X documentation of feedback provided</i></p> | 3) | <p>6. Administrators schedule and conduct walk-throughs (at least one per MGSA teacher per month) to evaluate incorporation of EcoRise PBL/design thinking curriculum/use of Globaloria and provide timely feedback to teachers.</p> | 3) | <p>6. Administrators schedule and conduct walk-throughs (at least one per MGSA teacher per month) to evaluate incorporation of EcoRise PBL/design thinking curriculum/use of Globaloria and provide timely feedback to teachers.</p> | 3) | <p>4. Administrators schedule and conduct walk-throughs (at least one per MGSA teacher per month) to evaluate incorporation of EcoRise PBL/design thinking curriculum/use of Globaloria and provide timely feedback to teachers.</p> |
| 4) | <p>9. By 10/24/2016 MGSA teachers are identified who are struggling with implementation of PBL and design-thinking curriculum and teachers receive support from Instructional Coaches and administrators. - ✓ <i>list of identified teachers, ✓ coaching logs</i></p> | 4) | <p>7. MGSA teachers are identified who are struggling with implementation of PBL and design-thinking curriculum and teachers receive support from Instructional Coaches and administrators.</p> | 4) | <p>7. MGSA teachers are identified who are struggling with implementation of PBL and design-thinking curriculum and teachers receive support from Instructional Coaches and administrators.</p> | 4) | <p>5. MGSA teachers are identified who are struggling with implementation of PBL and design-thinking curriculum and teachers receive support from Instructional Coaches and administrators.</p> |