

Campus Turnaround Plan

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| District Name: | Austin Independent School District | County-District Campus Number (CDCN): | 227901046 |
| Campus Name: | Burnet Middle School | Grades Served: | 6th - 8th |

Stakeholders Responsible for Campus Turnaround Plan Development:

| Name: | Role: |
|----------------------------------------------|-------------------------|
| Marvelia DeLa Rosa | Principal |
| Jorge Ledesma, Noalie Watson, Veronica Perez | Assistant Principals |
| Nikki Scofield-Kennedy | Academic Dean |
| Joyce Polano | ELA Instructional Coach |
| Velma Wilson | PSP |
| Terrence Eaton | DCSI |

Campus Administrative Team

Please complete the following information for all members of the campus administrative team (including principal, principal's supervisor, assistant principals, any campus-embedded instructional coaches, and any other administrative staff responsible for the implementation of the plan presented here.

| Name: | Current Role: |
|-----------------------------------------------|-------------------------|
| Marvelia DeLa Rosa | Principal |
| Jorge Ledesma, Noalie Watson, Veronica Perez, | Assistant Principals |
| Nikki Scofield-Kennedy | Academic Dean |
| Joyce Polanco | ELA Instructional Coach |
| Terrence Eaton, Velma Wilson | DCSI, PSP |

Campus Administrative Team

Include a historical narrative that succinctly describes the history of the campus that has led to under performance.

Burnet Middle School is a diverse Title 1 campus serving 967 students in grades six through eight. In the 2015-2016 school year, the enrollment was 1020. In the 2016-2017 year, the enrollment was 1040. Ninety percent of the student body is eligible for free/reduced meals. The ethnicity of the campus is 86% Hispanic/Latino, 8% Black/African American, 4% White, and 1% Asian. A total of 548 students are identified as English Language Learners and 65 students are served in Special Education. Additionally, 83% of students are identified as At-Risk and the campus mobility rate is 23%. During the 2015-2016 and the 2016-2017 school years, Burnet Middle School received an Improvement Required accountability rating from the Texas Education Agency which resulted in significant staff turnover. The school has also been challenged with administrative turnover, including three new principals in the span of two school years. The current principal was appointed in May 2017.

Include the campus vision.

The campus vision of Burnet Middle School is to create life-long learners and future leaders who can meaningfully interact with the world around them.

Needs Summary and Turnaround Plan

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

1. Lack of a multi-year, focused and consistent plan for ensuring English Language Learners and students with special needs achieve language proficiency
2. Lack of a purposeful plan for recruiting, training and retaining administrators, teachers and instructional coaches for long-term commitments
3. Lack of a multi-year and consistent plan for the implementation of a schoolwide comprehensive system for supporting positive student behaviors
4. Lack of consistency in staff receiving professional development and training in campus and district initiatives due to high staff turnover

Turnaround Strategy: Describe your approach to resolve the systemic root cause and improve student outcomes.

The Campus Leadership Team's plan for resolving the systemic root causes includes four components: implementation of a multi-year schoolwide literacy plan, restructuring the coaching model so coaches have increased accountability for student outcomes, implementation of a multi-year schoolwide behavior management system, and development of a teacher induction and professional development plan focused on ensuring all teachers have the training and development needed to achieve success with students.

Outcome: Describe how the turnaround strategy will help the campus achieve its vision.

1. An effective schoolwide literacy plan will increase literacy achievement of students by targeting literacy interventions for struggling readers and writers, implementing school policies and structures for supporting literacy, building leadership capacity, and supporting teachers to improve literacy instruction so that students leave Burnet Middle School reading on grade level.
2. An ongoing and intensive approach for improving coaching accountability will result in stronger teachers, decreased teacher turnover, and increased student performance.
3. A school-wide behavioral management system, promoting a positive school climate for transitioning students from being disciplined to self-disciplined and self-regulated, will be implemented with fidelity.
4. A well-defined teacher induction program with professional development plan for increasing teacher stability and ability to deliver lessons aligned to campus and district initiatives for increasing student achievement.

Annual Goals: *to be completed upon receipt of 2018 preliminary rating*

This section does not need to be completed until after release of 2018 Accountability ratings.

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

The most important procedural change involves restructuring the Instructional Coaching job description to include more formalized accountability for student outcomes and an extended work calendar (more duty days).

| Processes and Procedures Implementation | Activity (Actions/Processes) | Timeline | Person(s) Responsible | Resources | Expected Outcomes (Goal/Target) | Results (Outcomes/Data) | Status | Next Steps |
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| Short-Term: <i>(training, acquisition of new skills)</i> | Professional Learning Teachers have at least 180 minutes of content level PLCs. Content level PLC protocol includes teachers looking at common assessment data, modeling lessons, vertical alignment and rigor of TEKS of lessons, and focus on differentiation in lesson planning. PLC meeting minutes documented. Teachers engage in professional learning regarding the PLC framework. Instructional Coaches provide feedback to teachers on submitted lesson plans. | Year 1 | Principal, Assistant Principals, Academic Dean, and Instructional Coaches | | | | | |
| | Leadership Development Instructional Rounds coordinated twice a month where admin, APs, ICs, and district staff evaluate implementation of selected academic strategies. Feedback form shared with entire staff. ICs provide individual teacher feedback based on observations. Professional Learning opportunities offered based on need. Instructional Coaches engage in professional learning on Effective Coaching Strategies. | Year 1 | Academic Dean, Instructional Coaches | | | | | |
| | Support for Students with Special Needs Teachers receive professional learning from the SpEd Chair and Academic Dean on students with special needs, SEEDs, and SpEd paperwork. Follow up provided by SpEd Chair in PLCs. Ensure all teachers know how to access, read, and implement Behavior Implementation Plans for students with special needs. District SpEd team will provide support in differentiated strategies. | Year 1 | APs, SpEd Department Chair, Teachers, Principal | | | | | |
| | Curriculum & Instruction: High-yield Reading Strategy Explicitly focus on Text Processing strategies (Fig. 19D): QUIPS and/or RUBIES in core content areas. Teachers will engage in professional learning that will grow and support students' ability to comprehend instruction. | Year 1 | Principal, Assistant Principals, ICs, Academic Dean | | | | | |
| | Curriculum & Instruction: ES to MS Literacy Transition CLT and DCSI will work with elementary feeder campuses to align text processing strategies used by students feeding to Burnet. A literacy camp will be offered to incoming 6th grade students prior to the start of the school year that includes elements of balanced literacy with a focus on gaps identified through 5th grade iStation MOY. Campus will add a 0.5 or 1.0 FTE reading specialist to teach reading in the content area of Social Studies to incoming 6th grade students. | | | | | | | |

These sections do not need to be completed until after release of 2018 Accountability ratings.

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| Intermediate: <i>(Implementation)</i> | AISD Literacy Plan Implement AISD Literacy Plan (Year 2) including Structured Independent Reading (StIR), student conferencing, Talk Read Talk Write, use of MyOn, Writing Across All Contents, and 60 minutes of protected time for ELA class each day. ELA coach, Librarian, and ELL Coach engage in professional learning on the AISD Literacy Plan. | Year 1 | ELA coach, Assistant Principals, Academic Dean, ELL Coach | These sections do not need to be completed until after release of 2018 Accountability ratings. |
| | Curriculum & Instruction: Language Acquisition ELL Coach will utilize district curriculum to work with teachers to develop strategies to use in supporting ELLs, including: using TELPAS Proficiency Levels to create purposeful groups, use of Content Objectives and Language Objectives, Talk Read Talk Write, sentence stems, speaking frames, scaffolding techniques for all ELL levels, and after-school tutorial lessons for long term ELLS, interactive notebooks, wall and/or table anchors, bilingual dictionaries for core content areas. A selected group of teachers will attend the district ESL training in order to become ESL certified. | Year 1 | Academic Dean, ELL coach, ESC 13 Case Manager | |
| | Curriculum & Instruction: Strategic Instruction Model (SIM) Teachers will create and implement SIM Unit Organizer and Frame across all content areas, including electives. Campus will have a SIM Coach to support teachers in implementation. Teachers will engage in professional learning on SIM Unit Organizer and Frame. Learning Strategies teachers, ELA coach, and SpEd chair engage in professional learning on Learning Strategies. | Year 1 | SIM Coach | |
| | Student Support Identify and provide targeted support to cohorts of students in each grade level (Tier II). | Year 1 | Academic Dean, ICs, Counselors | |
| | Campus Culture and Climate Design, implement, and monitor campus-wide PBIS/Behavior Plan, including SEL Lessons delivered during Advisory. Strengthen the Child Study Team in order to provide proactive and responsive supports for all students identified in need of additional supports. | Year 1 | PBIS Committee, SEL Instructional Coach, CLT, APs, Counselors | |
| | Opportunity Culture Work with Region XIII and Region XX facilitators to establish measures of success for the Master Coaching model (the Opportunity Culture Texas plan). | Year 1 | Campus Leadership Team and CIT, ESC Facilitator | |
| | Long-Term: <i>(Results)</i> | Assessment Teachers will engage in professional learning on DMAC, the Common Assessment (CA) data tracking form, the Student Success Manual, and Formative Assessments. Common assessments given each Quarter for core tested subjects. Teachers conduct data analysis in PLCs. Students track their own progress in Student Success Manuals. | Principal, Academic Dean, Ics | |
| Opportunity Culture Perform an initial review of the restructured coaching model for fidelity to Opportunity Culture Principles. Use the School Plan Review at end of school process to track the campus' Opportunity Culture Texas plan. | | Year 1/Year 2 | Campus Leadership Team, CIT, ESC Facilitator | |
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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 Campus Leadership Team will work with teachers and Education Service Center staff to conduct a needs assessment and restructure the coaching model to best support the students of Burnet Middle School. The Associate Superintendent of Middle Schools serves as the District Coordinator of School Improvement (DCSI) for Burnet Middle School in order to facilitate the removal of any barriers to improvement.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

| Organizational Structure Implementation | Activity (Actions/Processes) | Timeline | Person(s) Responsible | Resources | Expected Outcomes (Goal/Target) | Results (Outcomes/Data) | Status | Next Steps |
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| Short-Term: <i>(training, acquisition of new skills)</i> | Opportunity Culture (all activities listed below) Create and approve Master Coach job description | Year 1 | Campus Leadership Team | | | | | |
| | Create and implement a plan for staff training including teacher induction and development for Master Coaches and teacher teams | Year 1/Year2 | Campus Leadership Team | | | | | |
| | Detail out any technology needs required | Year 1 | Technology | | | | | |
| | Calendaring planning and professional development needed for staff | Year 1/Year 2 | Campus Leadership Team | | | | | |
| Intermediate: <i>(Implementation)</i> | Opportunity Culture (all activities listed below) Post Master Coach job description and identify highly effective candidates within the district. | Year 1 | Human Resources | | | | | |
| | Create and implement a plan for recruitment and hiring | Year 1/Year 2 | Campus Leadership Team and Human Resources | | | | | |
| | Interview and select new Master Coaches | Year 1 | Campus Leadership Team | | | | | |
| | Accountability tracking: Clear identification of which students' results will be reported for each Master Coach, and steps for working with district accountability office and/or contractors to assign students' results to Master Coaches | Year 1 | Campus Leadership Team | | | | | |
| Long-Term: <i>(Results)</i> | Opportunity Culture (all activities listed below) Evaluate all Master Coaches using new evaluation criteria | Year 1/Year 2 | Principal/Assistant Principals | | | | | |

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Capacity and Resources: *Describe the staff, training, and resources 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.)*

The Campus Leadership Team will repurpose existing FTEs to create the new Master Coach positions. Region XIII and XX will provide training to support implementation of the Opportunity Culture Texas plan.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

| Capacity and Resources Implementation | Activity (Actions/Processes) | Timeline | Person(s) Responsible | Resources | Expected Outcomes (Goal/Target) | Results (Outcomes/Data) | Status | Next Steps |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------|------------------------------------------------------------------------------------------------|------------------------------------|----------------------------|--------|------------|
| Short-Term: (training, acquisition of new skills) | Opportunity Culture (all activities listed below) Reshape training, development, and teaching career paths | Year 1 | Campus Leadership Team | These sections do not need to be completed until after release of 2018 Accountability ratings. | | | | |
| | Conduct preliminary school inventory to help school design teams take stock of their current practices, educational philosophy, and the resources available | Year 1 | Campus Leadership Team | | | | | |
| | Make Master Coach job offers in early Spring 2018 and ensure a diverse teacher pool that matches the demographics of students whenever possible. | Year 1 | Campus Leadership Team | | | | | |
| | Secure necessary consultants or partners to support the design phase, and clarify their roles/responsibilities | Year 1/Year 2 | Campus Leadership Team and CIT | | | | | |
| Intermediate: (Implementation) | Opportunity Culture (all activities listed below) Determine stipend amounts | Year 1 | District Team | These sections do not need to be completed until after release of 2018 Accountability ratings. | | | | |
| | Identify funding for Opportunity Culture Texas plan | Year 1 | DCSI | | | | | |
| | Complete a needs assessment using the Preliminary School Inventory and Goal-Setting Worksheet. | Year1/Year2 | School Design Team | | | | | |
| Long-Term: (Results) | Opportunity Culture (all activities listed below) Evaluate technology support | Year 1/Year 2 | Campus Leadership Team | These sections do not need to be completed until after release of 2018 Accountability ratings. | | | | |
| | Ensure Opportunity Culture Texas plan is financially sustainable within the current school budget | Year 1/Year 2 | Campus Leadership Team | | | | | |

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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?

The campus administration and staff will develop a vision statement focused on creating a culture of high expectations and a positive school climate and culture. The campus team will develop a process to include teachers in various decision-making areas to support change. It will include grade levels, parents and community stakeholders. School messaging by the campus leadership team will be used to communicate the vision of the school. To foster ongoing dialogue and feedback, campus leadership will actively participate in campus PLC meetings. Sessions to explain to parents the process of the turnaround initiative and student expectations will occur during Back to School Night, Open House and planned Family Nights throughout the academic school. Additionally, the school's website will be used for communicating a shared vision with the Burnet Community.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

| Communication Implementation | Activity (Actions/Processes) | Timeline | Person(s) Responsible | Resources | Expected Outcomes (Goal/Target) | Results (Outcomes/Data) | Status | Next Steps |
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| Short-Term: (training, acquisition of new skills) | Opportunity Culture (all activities listed below) Introduce Turnaround Plan to parents and other non-staff members of the school community through small-group meetings and schoolwide events | Year 1 | Campus Leadership Team | These sections do not need to be completed until after release of 2018 Accountability ratings. | | | | |
| | Craft communication strategies of the roles and responsibilities of the Master Coaches. | Year 1/Year 2 | Campus Leadership | | | | | |

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| <i>of new skills)</i> | Introduce the Turnaround Plan initiative and campus vision to key members of the school district, Campus Leadership Team, and to key district staff who will oversee the design and implementation of the effort district-wide. | Year 1 | DCSI/Associate Superintendent of Middle Schools and Campus Leadership Team | |
| Intermediate: <i>(Implementation)</i> | Opportunity Culture (all activities listed below) Continue sharing progress on Turnaround Initiatives with parents, community, stakeholders, and staff. | Year 1 | Campus Leadership Team | These sections do not need to be completed until after release of 2018 Accountability ratings. |
| | Identify and invite educators and staff who will serve on the school design team. Introduce the Opportunity Culture Texas plan. Discuss opportunities and potential challenges for model implementation. | Year 1 | Campus Leadership Team, CIT and ESC Facilitator | |
| Long-Term: <i>(Results)</i> | Opportunity Culture Evaluate communication components of Turnaround Plan and make adjustments. | Year 1/Year 2 | Campus Leadership Team | These sections do not need to be completed until after release of 2018 Accountability ratings. |

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How will you allocate campus and district funds for this initiative?

| Category | Amount | Description |
|--------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Payroll | \$190,000 per year | Two 1.0 FTE Coaches with additional calendar work days (ELA paid by campus, Math paid by MS office, extra duty days paid by MS Office). 1.0 FTE for 6th grade SS reading specialist. (Paid for by MS office) |
| Professional Development | \$15,000 for 2 years | Region XIII with support of Region XX Opportunity Culture Texas plan (Middle Schools Office) |
| Supplies and Materials | \$0 | not applicable |
| Other Operating Costs | \$0 | not applicable |
| Capital Outlay | \$0 | not applicable |

In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).

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| CSF 1: Coherent Curriculum and Assessment | See Processes and Procedures: Curriculum & Instruction |
| CSF 2: Leadership Effectiveness | See Processes and Procedures: Leadership Development |
| CSF 3: Teacher Quality | See Processes and Procedures: Professional Learning and Organizational Structure: Opportunity Culture |
| CSF 4: Family/Community Engagement | See Communications |
| CSF 5: School Climate and Culture | See Processes and Procedures: Campus Culture and Climate |