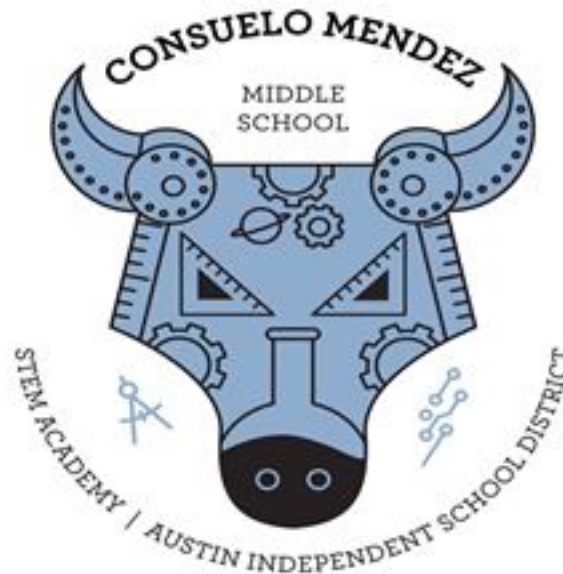


# Mendez Middle School

## Mendez Middle School Campus Improvement Plan 2020/2021

*Making an #Impact for Student Success!*



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

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## **Campus Mission**

We believe in diversity and equality. In order to develop 21st century citizens, we collaborate and engage with our students. By creating a safe, creative, and accepting learning environment, we work to prepare our students for tomorrow's careers.

## **Campus Vision**

Equip every student with the knowledge, skills, and principles to succeed as a global citizen and contribute in a competitive and technologically advancing world.

## **Campus Values**

Mendez Mavericks have **PRIDE: Prepared, Respectful, Impeccable, Disciplined, Excellence.**

## **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

## **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

**Every Student Succeeds Act (ESSA)**  
**Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements**

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at [www.austinisd.org/schools](http://www.austinisd.org/schools). The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

**Instructions for Campuses**

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

CCMR disaggregated by student group  
MOY disaggregated by grade, subj., & stud. grp.  
Referral data disaggregated by student group  
Short Cycle Assessments disaggregated by stud. grp  
TELPAS disaggregated by grade & prof. lvl.

### Demographics Strengths

- Communication with all personnel are involved to meet the needs of all sub pop groups.
- Schedules are flexible to meet the needs of students and parents.
- All special area population paperwork is reviewed to ensure accuracy and timeliness.
- Administration reviews all sub pops with teachers to ensure all students are receiving appropriate services.
- Entire staff has been provided equity training with the Cultural Proficiency and Inclusiveness department.

### Demographics Weaknesses

- The amount of training and time that is required to meet compliance with a large special education population is difficult.
- Life skills unit on campus currently have 20 students all identified to take STAAR Alt 2 exam as their appropriate test administration. Their IEPs will be reviewed for accuracy.

### Demographics Needs

- Review of all Special Education IEPs for accuracy.
- Review GT rates...seeking to reach 9% GT where Mendez ended the year 2019-2020.
- Continue equity training with Cultural Proficiency and Inclusiveness training.
- Continue to monitor all compliance paperwork for accuracy and timeliness.

# Comprehensive Needs Assessment

## Demographics Summary

Mendez has worked to build on training with an equity lens ensuring the needs of all students are met. The accuracy of special population services will be of utmost urgency to ensure the students are receiving appropriate and accurate services. Systems are in place to ensure communication and support is available.

## Student Achievement

### Student Achievement Data Sources

CCMR disaggregated by student group  
Graduation Rates disaggregated by stud. grp.  
GT-CAMP ratings  
MOY disaggregated by grade, subj., & stud. grp.  
Short Cycle Assessments disaggregated by stud. grp.  
STAAR disaggregated by subj., grade, & stud. grp.  
TELPAS disaggregated by grade & prof. lvl.

### Student Achievement Strengths

#### Performance Measure 1: Campus Rating

Mendez received an F on the final 2019 Accountability Ratings. Based on the October 2019 Benchmark and the December 2019 Semester Exams, Mendez is on track to receive a D or a C rating. Based on Fall 2019 data, Mendez students' scores have risen significantly eclipsing 2019 final STAAR results in most tested subjects. Core subject teachers participate in weekly embedded professional development and intensive academic coaching. All teachers use data to guide instruction and develop focused interventions.

#### Performance Measure 2: School Progress

Domain 3 - closing the gaps data can shed light on student performance by subgroups as measured by benchmark scores.

#### Performance Measure 3:

Based on benchmark and semester exam data from 2019-2020, Mendez students are on track to significantly increase the number of students meeting standard in Mathematics. Compared to the 2019 STAAR scores, 25% of 6th graders were meeting standard at the end of the semester. 15% of 7th graders were meeting standard. Only 4% of 8th graders were meeting standard. Overall Math scores have improved significantly from 2018-2019. Mendez is on track to exceed previous years.

#### Performance Measure 4: Reading on Grade Level

Teachers work with iReady to assess students at their current level. Lessons are produced based on results. This is a new platform for Mendez/AISD.

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

### Performance Measure 5: Attendance

The attendance rate has improved significantly from August 2018 through December 2019. Chronic absenteeism has reached a 5 year low.

## Student Achievement Weaknesses

- Mendez received an F on the final 2019 Accountability Ratings.
- Students in economically disadvantaged groups, African Americans, and English Learners have continued to score lower.
- Interventions have been introduced tailored for individual students.
- Mendez did not meet the 2018-2019 target for school progress.
- Mendez had 3math vacancies at the end of the year. Worked to ensure HQ personnel filled the vacancies.
- iReady (math and reading) is a new platform for both teachers and students.

## Student Achievement Needs

- Continuous professional development on new platform iReady.
- Continuous instructional coach support in math and reading.
- Continuous plans to analyze data to meet student needs.

## Student Achievement Summary

In the summer of 2018, the Texas STEM Coalition was awarded an 1882 Partnership by Austin ISD to "turnaround" Mendez, which has struggled for years to meet state accountability standards and was in danger of closure under TEA rules. Due to the late award, the 2018-2019 school year became the planning year where "root causes" for failure were identified and a comprehensive transformation mode turnaround plan based on the Mendez context was formulated. Mendez did not meet TEA accountability standards for the 2018-2019 school year as measured by the STAAR exam. In fall of 2019 semester, many indicators are showing significant positive movement. All subgroups are approaching or exceeding the targets as of December of 2019.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

District Family Survey results  
SEL Implementation Survey results  
Staff (TELL) Survey results  
Student Survey results

### School Culture and Climate Strengths

- Teachers will be provided training on restorative practices, mindfulness strategies and social emotional learning strategies.
- Implement circles at least once a week in each classroom to help create a sense of community/unity/safety.
- Recruit and retain teachers and administrators on campus working closely with AISD human resources. .
- Teacher turn-over rate has been minimal and the lowest in 5 years.
- Students have access to a social worker on campus for emotional, mental, and restorative practice support.
- HQ staff is available to meet individual student needs.
- Strong child study team (CST).
- Campus wide reward system and consequence system including restorative practices.
- Students are provided support services through counseling, mentoring, and external service referrals.
- Families are provided clothing needs.

### School Culture and Climate Weaknesses

- Students may not be willing to participate in circles.
- New teacher not completely trained in Restorative Practices or Social Emotional Learning.
- Ensure 100% of the teachers are embedding SEL/Mindfulness strategies into daily instruction.
- High exclusionary rate (in-school-suspensions, out-of-school suspensions).

### School Culture and Climate Needs

# Comprehensive Needs Assessment

## School Culture and Climate Needs (Continued)

\*Continued restorative practice, social emotional learning, and mindfulness training.

## School Culture and Climate Summary

Mendez provides social emotional learning, restorative practice opportunities and mindfulness strategies to promote a safe and nurturing environment. All opportunities are provided to staff and students equitably. Discipline incidents have dropped to a 5 year low. Suspension rates are also at a 5 year low. In addition to creating a new student code of conduct, increased student supports from a closely coordinated SEL team, implementation of restorative practices resulted in significant decreases in discipline incidents. The percent of students who felt safe at school decreased 3% but was statistically flat from 17-18. 2019 survey data did show an increase of students feeling safe on campus. Teachers feel better prepared with the academic model and meeting student needs compared to 2018-2019.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)  
% unfilled sub vacancies  
Staff (TELL) Survey results

### Staff Quality, Recruitment and Retention Strengths

- Continuous teacher professional development.
- Opportunities for teacher leaders in adult learning facilitation and team dynamics.
- Tools for conducting observations and tracking progress, including form aligned to Effective Schools Framework.
- Strong support system: administration, instructional coaches, mentors, PLCs.
- Teacher voice.
- Interview team established: administration, department chairs, teachers.
- Plan for ongoing and proactive recruitment of high-quality candidates.
- Staff climate surveys with questions, results, and response plans.
- Provide mentors to new teachers.
- Provide continuous new teacher orientation one time monthly.



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Weaknesses

- Low academic performance.
- No systemic plan for professional development.

## Staff Quality, Recruitment and Retention Needs

- Systemic professional development plan.
- Continued collaboration with AISD Human Resources.

## Staff Quality, Recruitment and Retention Summary

Mendez has been able to lower their teacher turn-over rate in the last couple of years, providing professional development in curriculum, Social Emotional Learning, Restorative Practice, and Mindfulness. Mendez has continued to work collaboratively with AISD Human resources to attend recruiting fairs to obtain HQ teachers. There is a strong support system established to provide teacher support where needed.

Austin ISD survey results from 2019-2020 show teachers responded favorably to the changes at Mendez.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

CCMR disaggregated by student group

MOY disaggregated by grade, subj., & stud. grp.

Short Cycle Assessments disaggregated by stud. grp

STAAR disaggregated by subj., grade, & stud. grp.

## Curriculum, Instruction and Assessment Strengths

- Assessments are aligned to state standards at the appropriate level of rigor and are administered at least 3-4 times per year to determine if students learned what was taught.
- Time for corrective instruction is built into the scope and sequence.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

- PLC time is provided into the master schedule.
- Opportunities for project based and problem based learning embedded into the lessons.
- Lesson plans systems are provided to provide protocol/criteria and templates.
- Instructional Leadership team meets to analyze Benchmark test results.
- Observation calendar produced to prioritize feedback to teachers with lower student mastery.
- Data tracker utilized for all common assessments and unit tests.
- All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups.
- Daily formative assessments along with exemplar responses are provided.
- Progress monitoring and tracking are consistently reviewed to help meet student needs.

## Curriculum, Instruction and Assessment Weaknesses

- Low academic performance in all core areas.

## Curriculum, Instruction and Assessment Needs

- Systemic procedures/curriculum in place.

## Curriculum, Instruction and Assessment Summary

Mendez works with the teachers very closely to ensure lessons are aligned to the state standards, providind opportunities for systemic project based and problem based learning opportunities. Teachers ensure the lesson they create are submitted daily and include clear objectives, opening activities, and time allotments that indicate the amount of time spent on each step of the lesson. Assessments are analyzed to ensure all student needs are met.

# Family and Community Involvement

## Family and Community Involvement Data Sources

# Comprehensive Needs Assessment

District Family Survey results  
Focus Groups/Interviews  
Staff (TELL) Survey results

## Family and Community Involvement Strengths

- Provide ample opportunities for parent/family engagement.
- Use school messenger, BLEND, email, zoom, and phone to communicate with families.
- Provide up to date hard copies of fliers at from door and front office counter.
- Active and functioning PTA.
- Provide multiple educational, academic and social emotional learning workshop opportunities at different times during the day/evening.
- Utilize outside resources for family support.
- Provide opportunities for families to receive clothing needs for students.
- Partner with Dove Springs Proud (community organization) for community outreach.
- Partner with Constable George Morales for community outreach.
- Provide family night one time monthly.
- provide families an opportunity to have a voice in campus decision making.
- Post activities and announcements on twitter, Facebook and by family newsletter (s'more).

## Family and Community Involvement Weaknesses

- Low attendance rate at parent/family engagements.
- Families have lack of technology needs in the household.
- Time restraint with work schedules with multiple jobs within the family limiting them from attending parent/family activities (meetings, training, events).

## Family and Community Involvement Needs

- Ways to communicate with families other than through technology based announcements.

## Family and Community Involvement Summary

# Comprehensive Needs Assessment

Mendez provides ample opportunities for parents/families to attend school events. We regularly solicit feedback from staff to monitor impact and effectiveness of the events. Parent/family voice is provided for feedback as well - especially enabling parents alternate opportunities to attend when work/obligations do not allow for time in their busy schedules.

Mendez has consistently worked with outside support providers, the Dove Springs Proud community group and Constable George Morales to provide assistance where needed.

## School Context and Organization

### School Context and Organization Data Sources

% teacher turnover  
% unfilled sub vacancies  
District Family Survey results  
PPFT results for teachers  
SEL Implementation Survey results  
Staff (TELL) Survey results  
Student Survey results

### School Context and Organization Strengths

- School wide systems for discipline, social emotional learning, mindfulness, and restorative practices are in place.
- Sustainability of administration and teachers.
- Leadership calendar with PLCs and walkthroughs scheduled.
- Campus meetings scheduled for consistency: CAC, PTA, SLT, CST, Campus Design Team, SEL team, Family Nights.
- Teacher voice.
- Students voice.

### School Context and Organization Weaknesses

- Communication with families.
- Communication with students.

# Comprehensive Needs Assessment

## School Context and Organization Needs

- Ways to communicate with families virtually due to CoVid-19.
- Ensure all students have access to technology (chromebook, hotspots).

## School Context and Organization Summary

Mendez has worked to put systems in place that will help with organizational communication means. Systems created have given the campus the opportunity to be able to meet staff, student and community needs. This has also enabled sustainability of campus administrators and teachers with a lower teacher turnover rate.

## Technology

### Technology Data Sources

District Family Survey results  
Focus Groups/Interviews  
Staff (TELL) Survey results  
Student Survey results

### Technology Strengths

- 100% of the students were provided access to a Chromebook.
- 100% of the students were provided access to a hotspot.
- Professional development will be provided to teachers for BLEND.
- Consistent professional development has been provided for staff in regards to technology platforms.
- Student Tech-Team was developed to help students troubleshoot through technology issues.
- Campus Technologist provides tips to teachers consistently to help make working remotely easier.
- Communication to families through, Facebook, twitter and S'more newsletter.

### Technology Weaknesses

# Comprehensive Needs Assessment

## Technology Weaknesses (Continued)

- Some teachers are not technology literate.
- Some families have never worked on a technology device.

## Technology Needs

- Family training on all school platforms.
- Continuous teacher training on all technology platforms.

## Technology Summary

Resources and support are provided to staff, families and students. Both staff and student teams have been developed to provide support at all levels. Increased technology use has gone school wide to help meet the needs of remote learning.

## SY 20-21 Resources

Federal	State	Local	Other
Comprehensive School Improvement Grant (\$119,000)		Campus BTO (\$57,520)	
Title 1, Part A (\$733,218)			

# Mendez Middle School

**Goal 1.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 1.** (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Record and promote student engagement in learning. Teachers will attempt to contact all students who have not engaged or display low engagement (poor quality of work submitted) and will track non-engagement through the communication log in eCST . (Title I SW Elements: 2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4)	Action Teams, Administrators, Attendance Committee, CIS, CST Team, ECST chair, Restorative Committee, Social Worker/Social Services Specialist	weekly through 6/3/21	(F)Title 1, Part A	Criteria: Attendance >90% or =96%, drop out data <1% Local, district, and state assessments. eCST documentation.  06/07/21 - Significant Progress (S)
2. Teachers will also refer students to stakeholders for additional assistance in helping students engage or offer extended support. (Title I SW Elements: 2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4)	Action Teams, Administrators, Attendance Committee, CIS, CST Chair, ECST chair, Restorative Committee, Social Worker/Social Services Specialist	Weekly through 6/3/21	(F)Title 1, Part A	Criteria: Attendance >90% or =96%, drop out data <1% Local, district, and state assessments. eCST documentation.  06/07/21 - Completed (S)



# Mendez Middle School

**Goal 1.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 2.** (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers use BLEND in classrooms: PageView goals at 4000 (Target Group: All) (Strategic Priorities: 2,4)	Teachers, Technology Team	Ongoing	(L)Campus BTO	Criteria: % of teachers using BLEND: MS 50% of goal measured thru Blend PageView Spreadsheet  06/07/21 - On Track (S)
2. Use BLEND Campus Community Course to share announcements, events, and deadlines with parents (Target Group: All) (Strategic Priorities: 4)	Teachers, Technology Team	Ongoing	(L)Campus BTO	Criteria: % of Parents using BLEND thru Parent BLEND tour  06/07/21 - Completed (S)
3. All students will be enrolled in a PLTW class for STEM enhancement. (Target Group: All) (Strategic Priorities: 3,4)	Academic Dean, Counselor	September 11, 2020		Criteria: PLTW high school credit/transcripts.  06/07/21 - Completed (S)

# Mendez Middle School

**Goal 2.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 1.** (Customer Service) AISD CARES. Mendez will continue to work to ensure we provide the best customer service to all stakeholders (students, staff, families, visitors)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide multiple educational, academic and social emotional workshop opportunities at different times during the day/evening. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Parent Support Specialist	end of each 6 weeks	(F)Title 1, Part A	Criteria: AISD PSS Guide, Sign in sheets, fliers, agendas, school messenger reports, evaluation form results  06/07/21 - Completed (S)
2. Provide time for one on one opportunities to discuss family needs, student academic check ups. Work around family schedules. (Title I SW Elements: 2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 4)	Parent Support Specialist	end of each 6 weeks	(F)Title 1, Part A	Criteria: eCST reports , parent communication  06/28/21 - Completed
3. Provide Family Nights one day a month in the evening (last Thursday of the month) to promote learning opportunities for STEM and Academic growth. Schedule adjusted to meet CoVid requirements. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Parent Support Specialist, Teachers	Spring 2021	(F)Title 1, Part A	Criteria: T-STEM Blue Print, Sign in sheets, fliers, agendas, school messenger reports, evaluation form results  06/28/21 - No Progress
4. Provide campus updates to families through school messenger robocalls which include text messages and emails. Fliers are attached about family engagement opportunities and events. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All)	Parent Support Specialist, Principal	monthly		Criteria: School messenger reports, fliers  06/28/21 - Completed
5. Provide opportunities for families/community members to give campus updates and allow them to have a voice in ideas for school change. (Donuts with the Director Educational Series - 3rd Tuesday of the Month) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Director, Parent Support Specialist	monthly	(F)Title 1, Part A	Criteria: Mendez TIP/CIP, planSign in sheets, fliers, agendas, school messenger reports, evaluation form results  06/28/21 - Completed 06/28/21 - Pending

# Mendez Middle School

**Goal 2.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 2.** (School Changes) School Changes Summary

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for training/learning with project/problem based learning, social emotional learning, restorative practices. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Action Teams, CAC Members, Campus Leadership Team, CIS, Instructional Leadership Team, PLC Leaders, Restorative Committee, School Improvement Facilitator, SEL Committee	Ongoing	(O)Other	Criteria: Mendez TIP/CIP, T-STEM Blueprint, evaluation form results  06/28/21 - Completed
2. Provide technology support for families : BLEND, ZOOM, Academic platforms. (Title I SW Elements: 2.1,2.2,2.3,2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team, Advisory Teachers, Librarian, Parent Support Specialist, Technology Team	December 18, 2020		Criteria: Monitoring logs  06/28/21 - Completed

# Mendez Middle School

**Goal 3.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Individual/group counseling with outside agency referrals. (Title I SW Elements: 2.1,2.2,2.3,2.6,3.1) (Target Group: All)	CIS, Counselor, Family Resource Center, Parent Support Specialist, Restorative Practice Associate, SEL Campus Coordinator, Social Worker/Social Services Specialist	ongoing	(F)Title 1, Part A	Criteria: Counseling, CIS, SEL, family services anecdotal notes.  06/28/21 - Completed
2. Suicidal screening and protocols provided to meet the needs of students in need. (Target Group: All)	Counselor, Social Worker/Social Services Specialist	ongoing		Criteria: Counselor, social worker anecdotal notes.  06/28/21 - Completed
3. Provide school wide SEL practices and opportunities. (Title I SW Elements: 2.2,2.6) (Target Group: All)	SEL Campus Coordinator	ongoing	(F)Title 1, Part A	Criteria: Lesson plans  06/28/21 - Completed (S) 06/28/21 - Completed 06/28/21 - Pending
4. Provide additional training to staff - school wide crisis plan, district crisis procedures, and safety drills. (Target Group: All)	Administrative Team, Counselor, Crisis Response Team	October 30, 2020		Criteria: Agendas, sign-in sheets, drill documentation.  06/28/21 - Completed (S)
5. Create LGBTQAI youth/allies support group. (Target Group: All)	CIS	December 18, 2020		Criteria: Membership rosters, agendas.  06/28/21 - Completed (S)
6. Implement school wide restorative practice techniques to teachers, staff (Target Group: All) (Strategic Priorities: 1)	Restorative Committee, Restorative Practice Associate, Teachers	December 18, 2020		Criteria: Agendas, sign-in sheets  06/28/21 - Completed (S)
7. Maintain SEL/RP committee to collaborate and facilitate monthly meeting. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All)	CIS, Restorative Committee, Restorative Practice Associate, SEL Campus Coordinator, SEL Committee, Teachers	monthly	(F)Title 1, Part A, (O)Other	Criteria: Agendas, meeting notes, sign-in sheets, SEL/RP data  06/28/21 - Completed (S)
8. Collaborate with school initiatives which promote college and career readiness with opportunities for exposure to students. (Title I	CIS, CIS Leader, Teachers	June 3, 2021	(O)Other	Criteria: Agendas, sign-in sheets, schedule of college visits.

# Mendez Middle School

**Goal 3.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 3,4)				06/28/21 - On Track (S)

# Mendez Middle School

**Goal 3.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 2.** (Coordinated School Health) Coordinated School Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide stress relief strategies through mindfulness, social emotional learning strategies for entire school community. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	SEL Campus Coordinator, SEL Committee	Ongoing	(F)Title 1, Part A	Criteria: Lesson plans, mindfulness room check ins, CIS check ins.
2. SEL/Mindfulness de-stress opportunities for teachers during the week. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1)	CIS, SEL Campus Coordinator, SEL Committee	ongoing	(F)Title 1, Part A, (O)Other	Criteria: Attendance rosters

# Mendez Middle School

**Goal 3.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 3.** (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Several modes of communication are made with families who are delinquent with immunizations starting in April for the incoming year. Reoccurring notifications continue in May through the summer until school starts. Modes of communication include robocalls, emails, one to one phone calls, letters to students, letters mailed home. Other health resources are also shared with parents to help meet family needs. (Target Group: 7th )	Nurse, Office Staff, Teachers	November 4, 2020		Criteria: 95% of complete immunizations
2. Host Family Nights every last Thursday of the month except November and May. Provide strategies to promote academic opportunities, health and wellness. Adjusted schedule to meet CoVid protocols - Spring only. (Title I SW Elements: 2.1,2.2,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Campus Committees, CATCH Team, CIS, Parent Support Specialist, Teachers	June 3, 2021		Criteria: Announcements, fliers, sign-in sheets
3. Promote health through sustaining the running club for students. Spring only. (Target Group: All)	Teachers	June 3, 2021		Criteria: Meet 1x weekly/attendance rosters
4. Teach CATCH lessons through advisory class 1x weekly. (Target Group: All)	CATCH Team, Teachers	weekly		Criteria: Lesson plans
5. Afternoon announcements - to promote nutrition, health and wellness the week of Health and Fitness Awareness November 9-13, 2020. (Target Group: All)	Teachers	November 13, 2020		Criteria: Afternoon announcement documentation.
6. Provide open gym opportunities in a.m., p.m. in the spring. (Target Group: All)	ACE Leader, Teachers	June 3, 2021	(O)Other	Criteria: attendance rosters
7. Kickstart Karate classes provided to 25% of total student population for PE credit and promotes character education. (Title I SW	Kickstart Kids Program	September 11, 2020		Criteria: Enrollment rosters, lesson plan

# Mendez Middle School

**Goal 3.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 3.** (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 2.4,2.5,2.6) (Target Group: All)				
8. Create and establish a student wellness team to promote health, wellness, and safety. (Target Group: All) (Strategic Priorities: 1)	Teachers	January 6, 2021		Criteria: Enrollment rosters. Promotional nutrition, wellness, communication throughout campus.
9. Create and establish a mindfulness student club to help promote self-awareness and self-regulation. (Title I SW Elements: 2.2,2.5,2.6,3.2) (Target Group: All)	SEL Campus Coordinator	January 6, 2021	(F)Title 1, Part A	Criteria: Attendance Rosters



# Mendez Middle School

**Goal 3.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 4.** (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To help students improve their verbal communication skills when needing to express their frustrations. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All)	CIS, Counselor, SEL Campus Coordinator, SEL Committee	ongoing	(F)Title 1, Part A	Criteria: Confidential/Individual student goal tracking
2. Use circles to implement SEL instruction during Maverick Community time. (Title I SW Elements: 2.2,2.4,2.5,2.6,3.2) (Target Group: All)	Administrative Team, CIS, SEL Campus Coordinator, Teachers	each 6 weeks	(F)Title 1, Part A	Criteria: Circle Lesson Plans. Use of Circles by all teachers at least one time a week.
3. Support PBIS system and campus wide structures (SEL/Character Ed values) (Title I SW Elements: 2.1,2.2,2.4,2.5,2.6) (Target Group: All)	Administrative Team, CIS, SEL Campus Coordinator, Teachers	each six weeks	(F)Title 1, Part A	Criteria: Design teams used to support systems with at least 5 members on the design team
4. Gather emotional regulation data in the Mindfulness suite to monitor student emotional state. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All)	SEL Campus Coordinator	each 6 weeks	(F)Title 1, Part A	Criteria: Sign in sheet, eCST goal tracking
5. Provide continuous SEL/RP training and support to returning and new staff. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1)	CIS, SEL Campus Coordinator	December 18, 2020	(F)Title 1, Part A	Criteria: Training agendas, sign-in sheets, monitoring teacher needs.
6. Establish a community of people who will meet regularly to drive the work of Social Emotional Learning and Restorative Practices on our campus. (Title I SW Elements: 1.1,2.1,2.2,2.4,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, CIS, Restorative Committee, Restorative Practice Associate, SEL Campus Coordinator, SEL Committee	September 30, 2020	(F)Title 1, Part A, (O)Other	Criteria: Agendas, sign-in sheets

# Mendez Middle School

**Goal 3.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 5.** (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The CLI team will provide support to teachers and students and help provide opportunities for students to learn about the arts. (Target Group: All) (Strategic Priorities: 1)	CLI Team, Teachers	ongoing		Criteria: CLI agendas/events
2. Increase the # of teachers who utilize Creative learning opportunities in their classrooms by 10%. (Target Group: All) (Strategic Priorities: 1)	CLI Team, Teachers	June 3, 2021		Criteria: CLI lesson plan opportunities

# Mendez Middle School

**Goal 4.** (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

**Objective 1.** (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with teachers to target students with the lowest RIT scores for possible Advanced Academic referrals. (Target Group: All,GT) (Strategic Priorities: 2,3,4)	Administrative Team, Teachers	October 30, 2020		Criteria: Increased enrollment referrals, reports from eCST  06/28/21 - Completed (S)
2. Work to increase GT African American enrollment in Math courses. (Target Group: AA) (Strategic Priorities: 2,3,4)	Administrative Team, Counselor	October 30, 2020		Criteria: African American GT enrollment status.  06/28/21 - On Track (S)

# Mendez Middle School

**Goal 5.** (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 1.** (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate with personnel and parents to ensure all ARD, 504, EL student plans are met in a timely manner. (Target Group: LEP, SPED, 504) (Strategic Priorities: 4)	Administrative Team, Teachers	September 18, 2020		Criteria: ARD, 504, EL reports 06/28/21 - Completed
2. Run ARD, 504, EL reports to monitor IEP, transfer, and annual dates. (Target Group: LEP, SPED, 504)	Administrative Team, Teachers	ongoing		Criteria: ARD, 504, EL reports 06/28/21 - Significant Progress
3. Develop a plan for weekly scheduled 504s, ELs, Speds. meetings. (Target Group: LEP, SPED, 504)	Administrative Team, Teachers	September 8, 2020		Criteria: ARD, 504, EL reports 06/28/21 - Completed (S)
4. Review special education, EL, 504 rosters each 6 weeks to ensure accommodations are met and ARDs, LPACs and evaluations are held in a timely manner. (Target Group: LEP, SPED, 504) (Strategic Priorities: 2,3,4)	504 Coordinator, Administrative Team, LPAC Coordinator, SpEd Department Chair, Teachers	each 6 weeks		Criteria: ARD, LPAC, 504 reports, individual student grade reports 06/28/21 - On Track
5. Monitor systems to allow alternative means of ARD, LPAC, 504 participation via telephone, video conferencing etc. (Target Group: LEP, SPED, 504)	504 Coordinator, Administrative Team, LPAC Coordinator, SpEd Department Chair	ongoing		Criteria: Growth of ARD parent/guardian participation. ARD reports. 06/28/21 - Completed

# Mendez Middle School

**Goal 6.** (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Energy, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. [austinisd.org/sustainability](http://austinisd.org/sustainability)

**Objective 1.** (Sustainability) Green Team, Energy, Food, Nature, Water, and Zero Waste

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sustain the fruit trees in the fruit tree garden. Have student groups water as needed. (Target Group: All)	Teachers	ongoing		Criteria: Fruit trees show fruit growth.  06/28/21 - Some Progress
2. Retain chicken coup to possibly hold chickens for egg production. - Spring 2021 due to CoVid protocols. (Target Group: CTE)	Teachers	June 3. 2021		Criteria: Upkeep of chicken coup  06/28/21 - Some Progress
3. Sustain the use of outdoor station areas for classes to utilize during class time. (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Maintenance, Teachers	ongoing		Criteria: Classrooms utilizing outdoor classroom areas. Lesson plans.  06/28/21 - Some Progress (S)

# Mendez Middle School

**Goal 7.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

**Objective 1.** (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students, staff, and families will be provided more successful engagement opportunities to enable them to feel a sense of safety and belonging to the campus. (Target Group: All,AtRisk)	Academic Dean, CIS, Teachers	ongoing		06/28/21 - Completed (S)

# Mendez Middle School

**Goal 7.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

**Objective 2.** (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing opportunities for ongoing tutoring, including more individualized supports (Title I SW Elements: 2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4)	Academic Dean, CIS, CIS Leader, SEL Campus Coordinator, Teachers	each 6 weeks	(F)Comprehensive School Improvement Grant, (F)Title 1, Part A	Criteria: Attendance rosters 06/28/21 - Completed (S)
2. Provide basic academic skills such as organization, test taking, studying for students. (Target Group: All) (Strategic Priorities: 4)	CIS, Teacher Assistants, Teachers	each 6 weeks		Criteria: Notes in eCST, attendance rosters. 06/28/21 - Completed

# Mendez Middle School

**Goal 8.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.\*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 06/28/21 - Completed (S)
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 06/28/21 - Completed (S)
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 06/28/21 - On Track (S)
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 06/28/21 - Completed (S)
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 06/28/21 - Completed (S)



# Mendez Middle School

**Goal 8.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.\*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead  06/28/21 - Completed (S)
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings  06/28/21 - Completed (S)
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports  06/28/21 - Completed (S)
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet  06/28/21 - Completed (S)
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List  06/28/21 - Completed (S)

## SY 20-21 CIP Developers List

Name	Position
Rowley, Joanna	Director
Wise, Donna	Academic Dean
Haney, Juan	Assistant Director/Campus Culture Coordinator
Walker, Roxanne	Assistant Director/ELA-Social Studies Admin.
Rodriguez, Yolanda	Assistant Director/EL-SpEd Administrator
Victoria, Jessica	Parent Support Specialist
Young, Taylor	Program Specialist
Simmons, David	Chief Executive Director
Brewer, Rebecca	Social Studies Dept. Chair
Hanner, Blair	Science Dept. Chair
Walls, Cedric	CTE Dept. Chair
Medrano, Rocky	PE Coordinator/CATCH/Health Coordinator
Monfries, James	Fine Arts Teacher/CLI coordinator
Kibbie, Robert	Community Member
Santander Ocampo, Zuleka	Parent
Vera, Deborah	Parent
Helmink, Kaeli	SEL Coordinator
Hanks, Louise	Restorative Practice Coordinator
Gutierrez, Sam	CIS Supervisor