

Campus Turnaround Plan			
District Name:	San Antonio ISD	County-District Campus Number (CDCN):	1590753
Campus Name:	Page Middle School	Grades Served:	7th and 8th (8th only 2017-18; PreK, K, 6th only 2018-19)
Stakeholders Responsible for Campus Turnaround Plan Development:			
Name:		Role:	
Stephanie Mihleder		Principal	
Courtney Barron		PSP	
Keturah Boston		Assistant Principal	
Nicole Powell		Assistant Principal	
Matt Whyte		Assistant Principal	
Penny McCool		Implementation Specialist	
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:	
Stephanie Mihleder		Principal	
Keturah Boston		Assistant Principal	
Nicole Powell		Assistant Principal	
Matt Whyte		Assistant Principal	
Penny McCool		Implementation Specialist	
Historical Narrative and Campus Vision			
Include a historical narrative that succinctly describes the history of the campus that has led to under performance. Use the problem statements identified during the systemic data analysis to frame the narrative. Do not exceed 3000 characters.			

Page Middle School is a Year 2 IR campus. STAAR data reflects a steady decline in performance in all content areas. 2017 data reflects the following: All tests: 40% of all students approached grade level performance, 12% met grade level performance and 4% mastered grade level performance. Reading: 43% of all students approached grade level performance, 16% met grade level performance and 8% mastered grade level performance. Math: 40% of all students approached grade level performance, 7% met grade level performance and 2% mastered grade level performance. Writing: 34% of all students approached grade level performance, 10% met grade level performance and 2% mastered grade level performance. Science: 56% of all students approached grade level performance, 20% met grade level performance and 4% mastered grade level performance. Social Studies: 22% of all students approached grade level performance, 6% met grade level performance and 2% mastered grade level performance. Performance among different population groups is within the same range as "all student" performance with the exception of Special Education. Special Education passing rates reflect the following: 18% approached grade level performance in reading, 29% approached grade level performance in math, 13% approached grade level performance in writing, 28% approached grade level performance in science, 11% approached grade level performance in social studies. Additionally, MAP data reflects limited growth or regression for last year's 6th graders (current 7th graders) in reading and science. Current 8th graders demonstrated expected growth in math and science and exceeded projected growth in reading. At the end of the 2017 school year, 12 6th graders were retained, 14 7th graders were retained, and 50 8th graders were retained. Criteria used to determine retention was failure of both the content course and STAAR assessment in Reading and or math. Student academic grades in all content areas are in the average range. In 2016-17, enrollment was at 398, decreased from 427 in 2016. Currently, there are 245 students enrolled in grades 7 and 8 at Page MS. Student population reflects the following demographics: 96% Hispanic, 3% AA, 1% White, 16% LEP, 84% At-Risk, 93% Economically Disadvantaged, 15% Special Education, 4% Gifted and Talented. Attendance rates have averaged between 92 AND 93% over the last 2 years. There are 2 busses that provide transportation to students. A majority of students walk to and from school. Many of the students live in multi-generation households and are the 2nd or 3rd generation of Page students. The campus has had a history of turnover of teachers and administration (6 principals in 10 years). Six out of ten core-content teachers are first year teachers and eight out of ten have three or less years experience. Students expect the revolving door of staff and have a difficult time building trusting relationships that support academic and social-emotional success.

Include the campus vision.
To become a preK-8 school where students will be equipped with the tools to effectively advocate for themselves and their community.

Needs Summary and Turnaround Plan

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

Due to a high faculty and staff turnover rate at Page MS, there is an absence of a social-emotional learning system which causes high levels of disengagement, disruptive behavior, and a systematic disinvestment at Page MS.

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

Our turnaround initiative is to become a school of innovation centered around the three R's: restructuring, reforming, and reinventing Page Middle School with an academic model strategically tailored to fit the needs of our students. We will foster stronger connections to school, education, and future opportunities by redistributing roles, resources, and responsibility for learning. This will include 1) reassignment of adult/staff to specific roles that are student-centered and address student needs (advisors, mentors, hall monitors, greeters, runners, cheerleaders, etc.); 2) redistribution of resources (time, people, materials, space, etc.) to include changing the master schedule, changing the curriculum, and changing the professional teaching focus in service of cross-curricular, problem-based, wrap-around approaches to teaching, learning, and social-emotional support; and 3) redistribution of responsibility for learning by devising a plan to "move" primary responsibility for learning from staff to students ("gradual release") at the classroom and campus level. This will include students participating in solving the school community "problems" of governance, policy, discipline, academic outcomes, and constructive community participation. 4) Providing an additional reading intervention class as part of the new master schedule to help facilitate the low reading levels. 5) Continue with initiatives such as Lightsail and Readers workshop. 6) Initiate additional incentives to encourage students to read more frequently such as Pony Bucks, Classroom Incentives etc.

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

We believe that the students need the adults in their school community to play specific roles to support their social and emotional learning as well as their academic development. By structuring these roles explicitly, we will be able to provide restorative care and structure to keep students safe and focused, reduce the number of students who are suspended and "fall through the cracks," and reduce the number of adults who "burn out" in their efforts to keep students on track and in school. This will result in better, deeper, and more consistent relationships between kids and adults in and around the school community. We believe that moving to a block schedule will allow students more time for deeper and more relevant learning, and teachers more time for purposeful planning. A block schedule will also allow for time to work on real-world problems, projects, and integrated learning experiences. We believe that shifting the curriculum to one that is "problem-based" will foster student engagement and authentic learning in and out of classrooms. Wrap-around services will allow for each student to get focused, personalized, additional support from a consistent adult. Students will be invited to serve on committees and panels that are responsible for addressing community-based school concerns, and core curriculum will be driven by students identifying, researching, and solving some of the problems that affect them everyday. We believe that this strategy of concerted "redistribution" of roles, resources, and responsibilities will foster stronger connections between our students and their school community, their formal education, and their future opportunities in life.

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

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

1) Recruiting staff who understand adult roles and responsibilities to the school community in addition to a literal interpretation of a job description. Inclusion of community adults who can teach students about skills outside the classroom environment (job, skill, travel, college, parenting, etc.). Training and on-going support in restorative justice, Capturing Kids Hearts, and/or Stephen Covey's 7 Habits of Highly Effective Teens to support social-emotional needs of students. 2) Autonomy with scope and sequence to allow for greater student voice and choice in which problems they want to solve as well as an opportunity for cross-curricular units of study. Time and money for staff to reframe curriculum as problems to solve that are of interest to students and are a need of the community. Open school and curriculum to families through events, certification programs, adult learning opportunities through in skill-based programming, parenting, and provide tools for academic support of students. 3) Mindfulness space designed to help students self-regulate their behaviors, deal with stimulus overload, rest, relax, restore as an alternative to suspension. Provide additional support to students in the form of individual and small group counseling to target root cause of behaviors that detract from learning as well as to address basic social-emotional needs of students.

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

Processes and	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
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Short-Term: <i>(training, acquisition of new skills)</i>	Recruit community adults to teach a skill, job, travel, parenting course, etc. to other parents and/or to students.	July/August 2018	Administration, Teachers				Select	
	Mindfulness classroom space & purchase furniture	June/July 2018	Administration				Select	
	Train staff in restorative justice practices	July/August 2018	Administration				Select	
	Develop a cross-curricular scope and sequence that connects real-world problems to relevant content	July/August 2018	Administration				Select	
Intermediate: <i>(Implementation)</i>	Retain community adults for ongoing student mentorship program	August/May 2018-19	PFL				Select	
	Mindfulness training provided to staff and students	Aug/May 2018-19	Admin, counselors, CIS, and staff				Select	
	On-going support from contracted source for social justice implementation	August/May 2018-19	Admin, counselors, CIS, and staff				Select	
	Students will be involved in restorative practice groups.	August/May 2018-19	Admin, counselors, CIS, and staff				Select	
Long-Term: <i>(Results)</i>	Student participates in internship/shadowing with assigned community mentor	August 2018	Admin, counselors, CIS, and staff				Select	
	Development of a Peer Court	August 2018	Admin, counselors, CIS, and staff				Select	

Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>

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 leadership team will provide opportunities for shared planning responsibilities through the distributed leadership model. Staff defines roles, responsibilities, and accountability systems. Timelines and checkpoints will be monitored and reported as part of regularly scheduled faculty meetings led by staff. Teaching staff and students will be grouped into "families" for all core courses.

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

Organizational	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
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Short-Term: <i>(training, acquisition of new skills)</i>	Provide a "coach" that will train and support staff on the developmental process of defining roles, responsibilities, and accountability systems	July/August 2018	Leadership Team				Select	
	Co-create a master calendar for meetings, PLCs, campus events	July/August 2018	Leadership Team				Select	
	Create a master schedule that groups students into "families"	July 2018	Leadership Team				Select	
							Select	
Intermediate: <i>(Implementation)</i>	Staff defines roles, responsibilities, and accountability systems	August-October 2018	Leadership team				Select	
	Develop leadership teams to facilitate PLCs	August-October 2018	Leadership team				Select	
	Half of each faculty meeting are facilitated by teachers	Spring 2019	All Staff				Select	
	Attend Winter Meeting for NSRF/SRI to create critical friends groups	January 2019	All Staff				Select	
Long-Term: <i>(Results)</i>	Teacher Centered Leadership	August 2019	All Staff				Select	
	Teachers have identified and leveraged their strengths and their colleagues' strengths	August 2019	All Staff				Select	
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>						
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>						
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>						
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>						
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.)								
Trainings: National School Reform Faculty (NSRF)/Critical Friends Groups (CFGs) Institute for Restorative Justice and Restorative Dialogue Small Learning Communities (SLCs) Kagan Professional Development Workshop(s) Mindful Schools								

Capacity and	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
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Short-Term: <i>(training, acquisition of new skills)</i>	PLC Summer Institute	6/11/18-6/15/18	All Staff				Select	
	Strengths Finder Assessment	July/ August 2018	All staff				Select	
	NEO Personality Inventory	July/ August 2018	All staff				Select	
	Hire / Train OCI Staff	July/ August 2018	Leadership team				Select	
Intermediate: <i>(Implementation)</i>	Development of teacher strengths	Fall 2018	All Staff				Select	
	Designate time in PD calendar for reflective practice/ CFGs	August-May 2018-19	All Staff				Select	
	Executive Coaching for all staff	August-May 2018-	All Staff				Select	
							Select	
Long-Term: <i>(Results)</i>	Teacher leaders emerge confident and valued.	Fall 2019	All Staff				Select	
	Transfer of skills developed by teachers will be used to develop students	Fall 2019	Students				Select	

Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>

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

Page Middle School will provide clear, strong, and effective two-way communication to all stakeholders. Campus accountability goals aligned to district goals will be posted throughout the campus and on the website. Progress will be communicated to all stakeholders through multiple means: Principal coffee, parent events, faculty meetings, Principal Cabinet, Campus Leadership Team, faculty meetings, and professional learning communities. Information to non-campus staff will be presented in English and Spanish. Parents will have an opportunity to regularly ask questions; provide campus, teacher, and leadership feedback by name and anonymously; have an opportunity to present and share expertise & experiences during campus events; annual open houses and curriculum nights; home visits and neighborhood walks; annual grandparents or "special persons" days; homework hotlines; notices and handouts in local markets, clinics, churches, mosques, temples, or other gathering sites; maintaining a current website for the school; and providing workshops for parents. The campus will also work to initiate and support a Parent-Teacher Council, led by parents.

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

Communication	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Schedule staff training on Google drive suite.	July/August 2018	Leadership Team				Select	
	Staff training to co-create shared Page vision, mission, and values.	July/August 2018	All Staff				Select	
	Develop a roll out communication plan	July/August 2018	All Staff				Select	

	Develop user-friendly website with a current campus event calendar and place for parents to provide feedback	July/ August 2018					Select	
Intermediate: (Implementation)	All staff uses Google drive for all collaboration and communication	September 2018	All staff				Select	
	Internalized Page vision, mission, and values are transferred to all stakeholders.	October 2018	All staff and community				Select	
	Schedule opportunities for parents to speak at campus events and get input from parents for parent/community workshops	Summer 2018/Fall 2018					Select	
	Solicit membership and elect a PTC Board	Summer 2018/Fall 2018					Select	
Long-Term: (Results)	Empower students to communicate our school vision through campus communication means	Fall 2019	Students				Select	
	All stakeholders are "in the know" (informed) and have internalized Page vision, mission, and values.	Fall 2019	All Staff				Select	
Communication Implementation Status:		Check in date: <enter date>	<Enter Text>					
Communication Implementation Status:		Check in date: <enter date>	<Enter Text>					
Communication Implementation Status:		Check in date: <enter date>	<Enter Text>					
Communication Implementation Status:		Check in date: <enter date>	<Enter Text>					
How will you allocate campus and district funds for this initiative?								
Category			Amount	Description				
Payroll			\$120,000	Two new positions will be added to staff. 1) An In-school suspension teacher trained in restorative justice and 7 Habits. This teacher will use the in-school suspension time to build positive relationships, restore the student's behavior, and build leadership skills. 2) Restorative Justice Lead Teacher (RJLT). This new position will serve the students and adults at Page Middle School by serving as a model and instructor of Restorative Justice. Teachers, counselors, administration, and other staff will learn from and along with the teacher. The RJLT will also guide restorative circles and empower students to lead their own circles.				

Professional Development	\$36,900	Neo Personality Inventory will be issued to all faculty and discussed during the "forming" part of team development and used to avoid pitfalls during the "storming" part of team development. (approx. \$300 per inventory). Project Based Learning Workshop plus two nights hotel and plane ticket and three days per diem (approx. \$2,050 per person). Restorative Justice Training pulse two nights hotel and plane ticket and two days per diem (approx. \$1,200 per person). Days for team to plan for interdisciplinary projects (6 teachers 4 times a year = 24 sub days and approx. \$2,400). An additional 12 days of subs for teachers to attend workshops or plan according to their choosing (approx. \$1,200). Executive Leadership coach. (4 sessions per 12 faculty at \$100 approx. \$4,800). School Reform Initiatives Training (approx. \$800 per person). Collaborative Training (approx. \$800 per person). Mindfulness Training is a six week self paced course (approx. \$275 per person)
Supplies and Materials	\$7,700	Thank you gifts for adult volunteers and speakers, recruitment materials (fliers, ink, tape, card stock, etc.), restorative circle supplies (big chart paper, markers, papers, envelopes), peer court supplies (gavel, paper, chart paper, markers, t-shirt monies), 2 mini-projectors for travelling PD and student presentations, \$500 for each individual teacher to buy mindful classroom supplies. school reform Initiatives, Restorative Justice, Mindful, strength-based inventory, and collaborative materials (approx. \$1,200)
Other Operating Cost	\$350	portable scanner/printer for recruitment and restorative justice purposes (printing agreements in the classroom or scanning documents "in real time").
Capital Outlay	\$5,000	Mindfulness classroom furniture and supplies (\$5,000 for the "mindful room")

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

CSF 1: Coherent Curriculum and Assessment	PLCs, Collaborative communication, data analysis, walkthrough monitoring, and coaching.
CSF 2: Leadership Effectiveness	Instructional and executive coaching, teacher leader training, teacher led PLCs.
CSF 3: Teacher Quality	Learning strategies and on-going professional development driven by data and executive coaching.
CSF 4: Family/Community Engagement	Design teams, communication plan, site survey, and stakeholder input.
CSF 5: School Climate and Culture	Campus Family Model, Survey and data collection shared, PBIS, and shared vision frequently communicated through various methods.