Campus Turnaround Plan

District Name:	San Antonio ISD	County-District Campus Number (CDCN):	15907125
Campus Name:	Inez Foster Elementary	Grades Served:	PK-7th

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Sandra J. Sandoval	Principal
Dr. W. Ruth Harvin	Assistant Principal
Michele Delgado	Implementation Specialist
Tammie Berkley	TIFF Implementation Specialist
Sylvia Reyna	PSP
Ms. Jaime, Ms. Griffith, Mrs. Delgado, Ms. Salay	Campus Leadership Team

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:
Dr. Joanelda De Leon	Assistant Superintendent
Sandra J. Sandoval	Principal
Dr. W. Ruth Harvin	Assistant Principal
Michele Delgado	Implementation Specialist
Tammie Berkley	TIFF 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.

Inez Foster Elementary School, an IR 2 campus, has had a high teacher turnover the past two years. This year, the administration hired nine teachers. Nine teachers were second year teachers. For the past three years, Foster has seen a drop on Index 1 Student Performance. There has been a lack of focused, purposeful, planning and collaboration to higher rigor with higher level questioning. Planning was not focused to specific TEKS, and there's a lack of fluency and comprehension in reading. 2016-2017 STAAR 4th grade Writing decreased by 7%, STAAR reading decreased by 2%, and STAAR science scores decreased by 10%. This year, Foster failed to meet standards on Indices 1, 2, 3, and 4. In the past 3 years, there have been two different principals and two different assistant principals. There is no evidence that lesson plans were not monitored with fidelity under the previous administration. Additionally, professional development was not work- embedded therefore there is no systematic approach to continuous workplace learning.

Include the campus vision.

At Foster Elementary, we strive to create life-long learners by working collaboratively with students, teachers, and parents to support student success for our school and community.

Needs Summary and Turnaround Plan

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

There is a lack of high quality instructional practices in the classroom, which resulted in a complacent culture and climate.

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

The turnaround strategy emphasizes the creation of a three-prong approach to teaching and learning. 1) Enhance implementation of data driven instructional practices, 2) incorporate a balanced literacy approach across PK- 8th grades, 3) and defines proactive strategies to identify, teach, and support student behaviors conducive to learning. Implementation of standardized PLC protocols will move the campus from an acquiring information and beginning to use ideas to a high degree of commitment to school-wide professional values and a strong sense of cohesion and consistency approach driven by student achievement. During professional development, the campus leadership team and its educational partners will provide opportunities for vertical alignment based on subject matter. Teachers and administrators will explore leadership characteristics and opportunities, collaboration practices, and data-driven decision making to inform instruction. The instructional leadership team will work with the district implementation specialist to establish a balanced literacy team to maximize the district's instructional framework to increase literacy for all students. To build a positive ongoing relationship with external stakeholders, partnerships will be sought with local community members as mentors for all students. These strategies, when put into practice, translate to increased student and teacher efficacy as well as supporting a positive culture and shift in mindset.

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

The turnaround strategy will facilitate the following results:
- Teachers will create a culture of high academic expectations as evidenced through a data-driven culture that utilizes frequent data cycles to create well-aligned and rigorous lessons for all tiers of instruction.   - Teachers
will show a year's growth in academic performance in reading and math as measured by NWEA MAP Assessment.
- Discipline referrals will decrease 50% for the 2018-2019 school year in comparison to the 2017-2018 school year.
- 90% of Master Teachers will be at the Accomplished Level on TTESS.

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?*

To ensure the success of the turnaround initiative, the following structured processes and procedures will be effectively implemented.
1)A process for utilizing data analysis model to monitor student progress that results in teachers using data to make instructional decisions.
2)A process for creating a structured Professional Learning Community protocols that strengthens teacher instructional practices that emphasizes literacy across all content areas.
3)A process for implementing a social-emotional program that will strengthen student development and learning.

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

Processes and Procedures Implementation	Activity *(Actions/Processes)*	Timeline	Person(s) Responsible		Expected Outcomes *(Goal/Target)*	Results *(Outcomes/Data)*	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	Professional Development aligned to data-driven instructional plan (includes modeling assessment analysis and action planning for reteaching, and unpacking the TEKS.	Fall 2018	Principal, Assistant Principal, and Implementation Specialist				Select	
	PLC Professional Development to share best practices and make data driven decisions.	Fall 2018	Principal, Assistant Principal Implementation Specialists				Select	
	Campus administration will facilitate data analysis to analyze data, create action plans, calendarized reteach weeks, and follow up on action plans.	Fall 2018	Principal, Assistant Principal, and Implementation Specialists				Select	
	Provide training on a student management system to promote a positive school climate. The system will implement respectful actions and celebrations.	Fall 2018	Assistant Principal Counselor PBIS Team				Select	
Intermediate: *(Implementation)*	Calendarize reteaching of TEKS according to data analysis and teacher action plans	September 2018-May 2019	Campus Administration Implementation Specialists				Select	
	Increase Teacher Efficacy	September 2018-May 2019	Principal, Assistant Principal, and Implementation Specialist.				Select	
	All staff will implement the campus-wide behavior system	September 2018-May 2019	Principal, Assistant Principal Counselor				Select	
	Teachers will lead purposeful PLCs	September 2018-May 2019	Master Teachers				Select	
Long-Term: *(Results)*	Increase CFA, CBA, MAP, F&P, and STAAR scores	September 2018-May 2019	Teachers Implementation Specialists Campus Administration				Select	
	Decrease student discipline referrals to the office.	September 2018-May 2019	Campus Administration Counselor				Select	
Processes/Procedures Implementation Status:	**Check in date: <enter date>**	<Enter Text>						

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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?*

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
Short-Term: *(training, acquisition of new skills)*	Teacher leaders participate in leadership training	August 2018- September 2018	Principal				Select	
	Instructional Leadership Team will train teachers on the Transformational Leadership Training	August 2018- September 2018	Principal Assistant Principal Teachers				Select	
	Master Teacher will conduct Professional Development for campus	August 2018- September 2018	Master Teachers				Select	
	Campus Leadership Teams will continue to meet monthly	August 2018- September 2018	Principal Assistant Principal				Select	
Intermediate: *(Implementation)*	Identify responsibilities of the leadership team and train them in their roles as the key instructional leaders for implementing and monitoring of lesson planning, data analysis, student management, progress monitoring of assessments, modeling, and feedback.	August 2018- September 2018	Principal Assistant Principal Implementation Specialist				Select	
	Create a master schedule to provide time for teacher collaboration.	August 2018- September 2018	Principal Counselor				Select	

	Activity	Timeline	Person(s) Responsible	Resources	Expected Outcomes	Results	Status	Next Steps
	Participate in instructional walks to measure implementation of key strategies/initiatives.	August 2018-September 2018	Principal Instructional Leadership Team				Select	
	Provide professional development for teachers and assist with lesson planning.	August 2018-September 2018	Principal Implementation Specialists				Select	
Long-Term: *(Results)*	Continue monitoring teacher collaboration, walk through feedback and make adjustments as needed.	August 2018-May 2019	Principal Assistant Principal Implementation Specialists				Select	
							Select	

Organizational Structure Implementation Status:	**Check in date:** **<enter date>**	<Enter Text>
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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 Principal will help develop instructional leaders on the campus who have started the transformation of the campus during the 2017-2018 school year.
The Assistant Principal oversees special programs on campus to ensure all students' needs are met and leads the campus in establishing a positive learning environment.
Teachers will become instructional leaders who are grounded in data, promote balanced literacy, and proactively teach students strategies to enhance behavior on campus.
Implementation Specialists will support teachers by increasing their knowledge and pedagogy through PLCs, coaching, modeling, and job-embedded professional development.
Auxiliary staff will promote the turnaround initiative by having high expectations of all campus stakeholders.

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)*	Provide training to all campus teachers on best practices.	Aug-18	Principal Implementation Specialists				Select	
	Provide training for faculty and create a schedule for professional development and PLCs.	Aug-18	Principal Counselor				Select	
	Seek mentors	Summer/Fall 2018	All staff members				Select	
							Select	

	Activity	Timeline	Person(s) Responsible				Status	
Intermediate: *(Implementation)*	Ensure ongoing training and collaboration with implementation specialists, master teachers, and administration as a result of data and feedback.	August 2018-May 2019	Principal Implementation Specialists Master Teachers				Select	
	Leadership Team provides observations with feedback and additional support for teachers of concern.	August 2018-May 2019	Principal Assistant Principal Implementation Specialists				Select	
							Select	
							Select	
Long-Term: *(Results)*	Review and discuss walk through feedback for implementation of strategies.	August 2018-May 2019	Principal Assistant Principal Implementation Specialists				Select	
							Select	

Capacity and Resources Implementation Status:	**Check in date: <enter date>**	<Enter Text>
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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 success of the turnaround initiative will be evident when there is a culture of open two-way communication and conversation between all stake holders. The plan will be communicated in a manner that is purposeful. Parents, students, staff, community members have been encouraged to provide feedback through surveys, social media, emails, PTA meetings, and parent conferences. All input from teachers, parents, and community has been considered during instructional leadership team meetings. As the 2018-2019 school year progresses, any shifts in the plan will be communicated to all stakeholders to solicit their feedback prior to implementation.

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
Short Term:	Plan all meetings at the beginning of the school year	August 2018-September 2018	Principal Assistant Principal				Select	

Short-Term: *(training, acquisition of new skills)*	Review all plans with campus leadership teams	August 2018-September 2018	Principal Assistant Principal				Select	
							Select	
							Select	
Intermediate: *(Implementation)*	Continue to monitor components of the plan and adjust as needed	August 2018-May 2019	Principal Assistant Principal				Select	
	Distribute surveys to staff and community	Sep-18	Principal Assistant Principal				Select	
							Select	
							Select	
Long-Term: *(Results)*	Use results from surveys and input from staff and parents/community to adjust the plan for the following year, and communicate changes to faculty , parents/community.	May-19	Principal Assistant Principal				Select	
							Select	

Communication Implementation Status:	**Check in date:** <enter date>	<Enter Text>
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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	n/a	
Professional Development	$15,000	PLC Training, Teacher Transformation Inservice, PBIS Training, Balanced Literacy Training
Supplies and Materials	$7,000	Classroom supplies and materials, PBIS incentives, PLC supplies, thank you gifts for mentors
Other Operating Cost	n/a	
Capital Outlay	n/a	

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

CSF 1: Coherent Curriculum and Assessment	The initiative will provide training to teachers on data driven instruction that will improve Tier I.
CSF 2: Leadership Effectiveness	The initiative provides training for principal, assistant principal, implementation specialists, and campus leadership teams in building leadership capacity.
CSF 3: Teacher Quality	The initiative provides professional development in PLC, data-driven instruction, and school leadership.
CSF 4: Family/Community Engagement	The initiative provides the opportunity for the community to give input on the instructional strategies and systems that will ensure student success.
CSF 5: School Climate and Culture	The plan will provide opportunities that will promote positive culture and climate with student management techniques resulting in student engagement in instructional activities.