

Campus Turnaround Plan

District Name:	San Antonio ISD	County-District Campus Number (CDCN):	15907005
Campus Name:	Highlands High School	Grades Served:	9th-12th

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Julio C. Garcia	Principal
Miriam Aguilar, Gerardo Arizpe, Penny Pruitt, Adrian Hid, Norma Martinez	Associate Principals
Cynthia Newlun, Ana Vallejo, Monica Boothroyd, Vanessa Haynes, Stephanie Ettienne	Department Chairs
Sylvia De La Pena	PSP
Mark Cantu	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:
Julio C. Garcia	Principal
Miriam Aguilar, Gerardo Arizpe, Penny Pruitt, Adrian Hid, Norma Martinez	Associate Principals
Cynthia Newlun, Ana Vallejo, Monica Boothroyd, Vanessa Haynes, Stephanie Ettienne	Department Chairs

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.

In the last 2 out of 3 years, Highlands has not met state accountability standards on STAAR/EOC and is currently in Year 2 IR. Reading and math scores have steadily declined each year. African American, SPED, and ELL student groups performance have lagged behind state and district performance and they have not met system safeguards. The campus implemented an A/B block schedule with 90-minute classes in 2016-17, however, training for teaching in a 90-minute block was not part of on-going professional development. Team planning (PLCs) time was not framed around curriculum, instruction, and assessment. Assessment data was collected but not analyzed deeply enough to inform instructional practices or to develop targeted interventions. In 2016-2017, campus enrollment included approximately four hundred 7th and 8th graders from a closed feeder campus, Connell Middle School, a year 5 IR campus. All students were housed in portables across the street contributing to discipline issues. Based on qualitative and quantitative data collected through the planning process, teachers indicated that discipline was a major influence on academic performance. The campus was trained on PBIS for classroom management, but implementation was not reinforced throughout the year. In 2016-17 there were 678 unique incidents and 418 unique students accounting for 4258 days of in school or out of school suspensions in the first 15 weeks of school. In 2015-16, SAISD adopted the TEKS Resource System as their curriculum guide, however, the curriculum was implemented with partial fidelity as evidenced through classroom observations and lesson plan documents review. From 2014-2017, walkthrough observation data by administration, CIS, TLI district staff shows low levels of active student engagement and instructional rigor. The lesson cycle was the campus model of instruction, but evidence of the lesson cycle (Gradual Release of Responsibility) or 5E for science was inconsistent. There was little evidence of higher level questions and minimal checking for understanding. Effective research-based activities were not strategically utilized in the classroom. Teacher feedback and follow-up after an observation occurred through email. No formal feedback or coaching was evident. Students were provided instructional support through after school tutoring and Saturday school once a month. Progress data for students attending interventions was not available. Since there was no formalized program evaluation or review process, it is difficult to determine the success of the support programs other than through STAAR results, formative assessments, grades, attendance and discipline. In addition, Highlands HS ~~has had these principals in past three years~~

Include the campus vision.

Highlands High Schools' campus vision is to educate all students and empower them to enrich their communities. The vision statement was developed after the Campus Leadership Team revisited and identified core values, reflected on the ideal school, and reflected and discussed why annual goals were not being met. The vision statement was then shared with rest of staff and community for input. To achieve a shared vision of educating all students and empowering them to enrich their communities, keeping the vision on the forefront will be paramount and may occur during PLCs and decision making, goal setting with teachers, communicating with parents and all community stakeholders, staff meetings, student meetings, and professional development.

Needs Summary and Turnaround Plan

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

The systemic root cause for Highlands's low performance is limited processes and procedures that address training, planning, implementing and monitoring high quality instruction. After reviewing and analyzing output and input data such as STAAR, district benchmarks, campus based assessments, and discipline data for the past two years on the three high priority CSFs (Academic Performance, Quality Data to Drive Instruction, and School Climate), it initially appeared that ineffective Tier 1 classroom instruction was one potential cause of low performance in all grade levels and content areas. PBMAS district data indicates below standard performance for LEP and SPED. Highlands' data the past three years mirrored the PBMAS data for student groups. Conducting a deeper analysis of processes and procedures and review of the TAIS videos from experts in the field, it was determined that the implementation of systemic operational protocols that ensure accountability, availability and effective use of resources, may also be contributing to the root cause. A SWOT analysis identified limited collaboration, limited targeted Professional Development with specific follow-up, and inconsistent classroom observations and quality feedback.

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

The initiative will create systems and a culture that will maximize mindsets about teacher engagement in the change process. The Professional Learning Communities will become more structured and formalized and defined as a systemic process in which teachers work together to analyze their professional practice to achieve improved performance for their students. Emphasis will be on the standards and student learning expectations. PLC data analysis will be on-going and there will be a focus on results to identify strengths and weaknesses in their teaching to learn from one another. Teachers will use SMART GOALS to measure both teacher and student progress after each campus and district formative assessment. Through PLCs, teachers will use research-based best practices to target identified root causes after each assessment. All content teachers will plan around the Gradual Release of Responsibility (GRR) Model of Instruction so that teachers "shift" the responsibility for learning from teacher to student. This shift from teacher knowledge to student understanding and application allows students to become more responsible and engaged in their learning. The monitoring of high quality Tier 1 instruction and GRR instructional delivery by teachers and administrators will ensure fidelity to addressing those root causes which have been identified as barriers to teaching and student learning during PLC. An ongoing teacher feedback loop established by the campus leadership team will provide the targeted professional development needed in response to the Tier 1 instruction and Gradual Release of Responsibility instructional practices observed and will hold all stakeholders accountable for the planning, implementing and monitoring of high quality instruction. Paul Bambrick's Getting Better Faster will support teacher coaching and development. Leadership will use action steps to launch a teacher's management and rigor

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

By creating systems for teacher collaboration and collective inquiry and developing a culture of high expectations for teacher engagement in the change process, Professional Learning Communities will focus on learning and standards so that teachers can develop and share best practices that support Tier 1 instruction and the GRR Instructional Model. Feedback and coaching opportunities which will support T-TESS and teacher development. Fidelity to the TEKS Resource System, improved planning with a focus on student learning, and implementation the Gradual Release of Responsibility instructional model will shift the responsibility for learning from teacher to student. The result will be an increase of student led instruction and collaboration. The focus on results will lead the team to develop and pursue measurable goals. Data will be used for planning and driving instructional decisions which will guide timely and targeted Tier 1 instruction and interventions. Teachers will be able to reflect on their practices, adjust, and increase their capacity to identify and facilitate student led learning.

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

<Enter Text>

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

Through a restructured instructional week, teachers in tested EOC STAAR courses will be scheduled by department to collaborate for 90- minutes every other day. The formalized agenda will include what specific content standards will be taught and how teachers will implement the GRR instructional model. After each assessment, the PLC will use the Highlands Data Analysis Protocol to review data, disaggregate data using item analysis, and develop student and teacher quintiles/zone charts. This process will also address learning gaps and data driven decisions that will inform instructional practices. Embedded professional development will periodically be provided by the administrative team, department chairs including ESL and SPED, district coaches and external consultants and resources.

Quality indicators for monitoring include implementation of PLC developed lessons, evidence of student learning, scaffolded/differentiated instruction and increased student- led learning. As in 2017-18, the principal will be given the flexibility to implement cohesive lesson plan formats that align with campus instructional objectives. The administrative team will monitor all teacher planning and instruction and provide extra support to those identified through weekly administrative team meetings. All teacher feedback will include short term and long-term goals based on data and classroom observation. Feedback will be tangible and transparent and will be followed up with a collaborative action step. The campus will use a chunking protocol that addresses and identifies teacher progress toward successful implementation of GRR. For 2017-2018 the campus requires teacher- to- teacher feedback for tested core subjects. The teachers looked for best practices in their peers' classroom and identified which strategies they could incorporate into their lessons. For 2018-2019, teachers will continue this practice and will use a rubric when visiting a peer's classroom to identify levels of

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	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Train on PLC process	First Nine Weeks	Campus Leadership Team				Select	
	Train on Highlands Data Analysis Protocol	First Nine Weeks	Campus Leadership Team				Select	
	Train on providing coaching and feedback: Get Better Faster	Aug.18-June 19	Principal, PSP				Select	
							Select	
Intermediate: (Implementation)	Formalized PLC meetings with agendas ,instructional calendars, smart goals. Utilizing rubrics to guide PLC progress	Aug.18-June 19	Campus Leadership Team				Select	
	Data disaggregation and instructional adjustment	Aug.18-June 19	Campus Leadership Team				Select	
	Teacher feedback and Action Steps to Launch Teacher	Aug.18-June 19	Campus Leadership Team				Select	
							Select	
Long-Term: (Results)	Improved teacher instructional practices	Aug.18-June 19	Campus Leadership Team				Select	
	Increased monitoring and feedback	Aug.18-June 19	Campus Leadership Team				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?

PLCs will be 90-minutes every other day and will be framed around DuFours guiding questions. Protocols will provide structure and focus on curriculum, instruction and assessment planning and decision making. Teachers will proactively engage in the change process by contributing to the agendas, collaborating, being transparent with data performance, sharing and reflecting on best instructional practices. Data will be collected, analyzed, interpreted and shared to determine differentiated professional development needed. Teachers will be empowered to be responsive to the Turnaround initiative by visiting classes, engaging in collegial dialogue and providing each other feedback. Through the TIF grant, the district has staffed the campus with 4 master teachers in content areas. These teachers, as well as department chairs, will develop their leadership capacity as they facilitate and lead PLCs, plan for job embedded professional development and eventually conduct action research.

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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)	Training on DuFours 4 Guiding Questions of an effective PLC	First Nine Weeks	Principal				Select	
	Select master teachers and train to become facilitators for content areas	Aug.18-June 19	Campus Leadership Team				Select	
	Training on instructional rounds to observe instructional practices	Aug.18-June 19	Campus Leadership Team				Select	
							Select	
Intermediate: (Implementation)	PLC driven by standards, instruction, assessment and	Aug.18-June 19	Campus Leadership Team				Select	
	Master teachers leading PLCs	Aug.18-June 19	Campus Leadership Team				Select	
	Master teachers support non-master teachers	Aug.18-June 19	Campus Leadership Team, Master				Select	
							Select	
Long-Term: (Results)	Decrease in EOC retesters	Aug.18-June 19	Campus Leadership Team, Teachers				Select	
	Increase teacher exemplars	Aug.18-June 19	Campus Leadership Team, Master Teachers				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.)

Since a primary component of the turnaround initiative is to develop a culture of collaborative planning inquiry, analysis of instructional practices based on results through engagement in formalized PLCs, it is imperative that PLC training is provided to staff. Administration and lead teachers will provide PLC training based on DuFours Solutions Tree Training. The campus will rely on district resources to provide training and support on curricular and instructional best practices. Implementation specialists will provide weekly support to core area teachers in planning and instruction. Research and evaluation will provide training to staff on the Texas Accountability System and tools to use to calculate progress towards meeting goals. Leadership will provide on-going monitoring of the Turnaround Initiative, observational feedback and coaching.

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)	Training on PLC by Dufours Solution Tree.	Aug.18-June 19	Campus Leadership Team				Select	
	Implementation specialist provide training and instructional support	Aug.18-June 19	Campus Leadership Team, Instructional Specialists				Select	
	Research and evaluation training on new accountability system: Achievement and Progress Domains	Aug.18-June 19	Campus Leadership Team, District Research and Evaluation Department				Select	
	Student Engagement Facilitator parent training/forums	Aug.18-June 19	Campus Leadership Team, Student Engagement				Select	
Intermediate: (Implementation)	Collaborative planning and dialogue on standards, instruction, assessment and interventions	Aug.18-June 19	Campus Leadership Team				Select	
	High quality, grade appropriate assignments that reach depth of grade level TEKS	Aug.18-June 19	Campus Leadership Team				Select	
	Utilization of accountability calculator tool and understanding of how teaching and learning impacts Domain performance	Aug.18-June 19	Campus Leadership Team				Select	
	Scheduled parent forums to provide support and interventions	Aug.18-June 19	Campus Leadership Team, Student Engagement Facilitator				Select	
Long-Term: (Results)	Increased student performance on EOC	Aug.18-June 19	Campus Leadership Team, Teachers				Select	
							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?

Communication of the Turnaround Plan will be a continuous two-way process. The development of a PLC handbook to define systems and protocols will clarify expectations for implementation. Developing a culture of collegial collaboration through PLCs will provide opportunities for planned inquiry, dialogue and decision-making. The plan will be an on-going discussion and monitoring of implementation among leadership, staff, and district staff. CLT will discuss and monitor plan progress monthly. Campus decisions will be made based on plan progress and feedback from stakeholders. Parents will be updated on the plan progress monthly; successes will be celebrated and shared and feedback requested. Parents, community members, and other stakeholders were engaged throughout the process in creating the campus turnaround plan. The campus solicited written feedback from stakeholders and the turnaround plan was shared during a public meeting at the district level.

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Communication 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)	Train all stakeholders on Turnaround Initiative	First Nine Weeks	Campus Leadership Team				Select	
	Develop PLC handbook	First Nine Weeks	Campus Leadership Team				Select	
							Select	
Intermediate: (Implementation)	Frequent progress monitoring of plan	Aug.18-June 19	Campus Leadership Team				Select	
	Clear understanding and expectation of PLC protocols	Aug.18-June 19	Campus Leadership Team				Select	
							Select	
Long-Term: (Results)							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>
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How will you allocate campus and district funds for this initiative?

Category	Amount	Description
Payroll	20,000	Substitutes for planning
Professional Development	8,000	PLC Training
Supplies and Materials	10,000	Family Engagement Activities, PLC materials
Other Operating Cost		
Capital Outlay		

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

CSF 1: Coherent Curriculum and Assessment	<enter text>
CSF 2: Leadership Effectiveness	<enter text>
CSF 3: Teacher Quality	<enter text>
CSF 4: Family/Community Engagement	<enter text>
CSF 5: School Climate and Culture	<enter text>