

## Campus Turnaround Plan

<b>District Name:</b>	San Antonio ISD	<b>County-District Campus Number (CDCN):</b>	15907057
<b>Campus Name:</b>	Rogers Middle School	<b>Grades Served:</b>	6th-8th

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Julie May	Principal
Heladia Martinez-Stock	Special Education Teacher (Campus Leadership Team)
Rodney Hinton	Social Studies Teacher (Campus Leadership Team)
Emilie Borchardt, Joshua Carpenter	Music Teacher (Campus Leadership Team)
Sylvia De la Pena	Professional Service Provider, PSP
Dora Morales	Special Education Teacher (Campus Leadership Team)
Samantha Carver, Cheryl Solis	Math Teacher, (Campus Leadership Team)
Mark Cantu, Christine Perez	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:
Julie May	Principal
Daniel Reyes	Assistant Principal
Gemma Anzaldua	Assistant Principal
Laurie Wildmann	Implementation Specialist
Judith Solis	Assistant Superintendent

### 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.  
 Rogers Middle School has failed to meet State accountability requirements for two consecutive years. In 2016, all four accountability indices decreased from 2015. Index 1 Student Performance decreased by 11 points to 48. The state target was 60. In 2017, Index 1 Student Performance decreased by 3 points to 45. Indices 3 and 4 failed to meet the target scores. In both 2016 and 2017, Rogers Middle School failed to meet state System Safeguards in all student groups and tested areas. Qualitative and quantitative data indicate several factors may have contributed to the campus' trend of under performance. Administrative staff has experienced substantial turnover with three Principals in three years. Annual student attendance rates for 2014-2016 show a continuous decline; 95%, 93%, 91% respectfully. Systems and clear purpose with regard to Professional Learning Communities, instructional coaching, and handling student discipline have not been established.

Include the campus vision.  
 Rogers Middle School conducted the campus vision module with all staff. Educators were divided into small groups and brainstormed a campus vision. All possible visions were collected and staff voted on the one they felt best demonstrated the vision of Rogers Middle School. The campus vision is "Together we provide a high quality education focused on student achievement at Rogers Middle School." The campus vision will be continuously communicated and aligned with all decisions that impact student achievement.

### Needs Summary and Turnaround Plan

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

Rogers Middle School conducted a root cause analysis with the campus leadership team. The analysis began with reviewing the problem statement "45% of students met standard on 2017 STAAR." The 10,5,5, protocol revealed several possible reasons that warranted further review: 1. Professional Learning communities lacked structure and protocols. 2. Data driven dialogue was Administration driven and teachers were unaware of how to use data to make decisions and inform practice. 3. Instructional coaching model did not exist to provide feedback and modeling aimed at improving teacher performance. 4. There were no consistent leadership practices and expectations due to Administrative turnover. 5. Teacher turnover was low. 6. Staff did not display a sense of urgency in improving student achievement or professional practices. Ultimately, a culture of complacency existed which resulted in a lack of a growth mindset.

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

Develop a growth mindset and a culture of high academic expectations through administrative and teacher transformational leadership training and the effective implementation of professional learning communities (PLC).

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

Teachers and administrators will explore leadership characteristics and opportunities, collaboration practices, and data-driven decision making to inform instruction. These strategies, when put into practice, translate to increased student and teacher efficacy as well as supporting a positive culture and shift in mindset. 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 of approach driven by student achievement.

**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?*

1. Schedule and calendarize PLC time
2. Develop PLC protocols
3. Create PLC handbook that will provide clear expectations and guidance
4. Provide training and modeling of PLC protocols
5. Schedule and calendarize transformational leadership training
6. Schedule and calendarize transformational teacher training
7. Provide PLC implementation training to teacher leaders and Administration
8. Office of School Leadership will work in partnership with the campus to assist in ensuring implementation

Processes and Procedures Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	Develop PLC handbook	June 2018-August 2018	Campus Leadership Team				Select	
	Model PLC protocol	August 2018-October 2018	Teacher Leaders				Select	
	Provide transformational training	August 2018-January 2019	Administration				Select	
	Provide PLC implementation	Summer 2018	Administration				Select	
<b>Intermediate:</b> (Implementation)	Effective use of PLC protocols	August 2018-May 2019	Teachers, Administration				Select	
							Select	
							Select	
<b>Long-Term:</b> (Results)	Increase in student performance	May, 2019	Teachers,				Select	
	Positive change in culture	August 2018-May 2019	Teachers, Staff, Administration				Select	

<b>Processes/Procedures Implementation Status:</b>	<b>Check in date:</b> <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?

Rogers will schedule and implement a 90- minute PLC block to allow more time for coaching and feedback . PLC meeting dates will be set at the beginning of the year. A consistent agenda format will be used by all departments. PLCs will be facilitated by Department Chairs, Administration, and Implementation Specialists. In addition, Rogers Middle School will build capacity by developing teacher leaders as well as further develop the role of Master Teachers.

**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
	Provide teacher leadership training	July 2018-December 2018	Administration				Select	

<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Define personnel roles in PLC	August-September 2018	Teachers, Administration				Select	
	Schedule and calendarize PLC	August-September 2018	Teachers, Administration				Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Teacher leaders facilitate PLC	August 2018-May 2019	Teachers				Select	
	Teacher leaders and Master Teachers provide content support	August 2018-May 2019	Teachers				Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Teacher leaders and Master Teachers working in dual roles improving instruction	August 2018-May 2019	Teachers				Select	
	Support and feedback provided to teachers	August 2018-May 2019	Administration				Select	

<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
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<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <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.)

1. Recruit and hire additional Master Teachers
2. Provide development on state accountability to staff and set teacher goals based on campus goals
3. Schedule and provide instructional coaching development to Administration
4. Partner with service provider to provide transformational training

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

<b>Capacity and Resources Implementation</b>	<b>Activity</b> <i>(Actions/Processes)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes</b> <i>(Goal/Target)</i>	<b>Results</b> <i>(Outcomes/Data)</i>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term:</b> <i>(training, acquisition)</i>	Hire additional Master Teachers	July 2018-August 2018	Administration				Select	
	Provide instructional coaching training to Administration	August 2018-December 2018	Principal				Select	

<i>(training, acquisition of new skills)</i>	Provide Accountability training to staff	August-September 2018	Principal				Select	
	Schedule and provide transformational training	August-December 2018	Administration				Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Teachers set goals based on campus accountability goals	August-September 2018	Teachers				Select	
	Administration uses an instructional coaching model to support teachers and	August 2018-May 2019	Administration				Select	
							Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Transformation of instructional practice	August 2018-May 2019	Teachers				Select	
	Increase in student performance	May, 2019	Teachers, Administration				Select	

<b>Capacity and Resources Implementation Status:</b>	<b>Check in date:</b> <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?*

Rogers 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. Progress towards campus goals will be communicated to all stake holders often through multiple means: call outs, newsletters sent home, parent events, faculty meetings, and professional learning communities. Information to non-campus staff will be presented in English and Spanish. A parent event calendar will be created and shared with all stakeholders at the beginning of the year.

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

<b>Communication Implementation</b>	<b>Activity (Actions/Processes)</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes (Goal/Target)</b>	<b>Results (Outcomes/Data)</b>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Develop campus goals	August-September 2018	Teachers, Administration				Select	
	Communicate state accountability information to parents	August-September 2018	Principal				Select	
	Provide staff with updated state accountability training	August-September 2018	Principal				Select	

							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Parents receive student goals and skills to support learning at home	October 2018-April 2019	Teachers, Administration				Select	
	Use district accountability calculator to generate goals	August, 2018	Principal, CLT				Select	
							Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Increase in parent involvement	August 2018-May 2019	Teachers, Parent Family Liaison,				Select	
	Increase in student performance	May, 2019	Teachers, Administration				Select	

<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
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<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>

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

Category	Amount	Description
Payroll	\$10,000	Substitutes for teacher training, planning
Professional Development	\$50,000	PLC development for teacher capacity, transformational teacher and leadership training, instructional coaching
Supplies and Materials	\$5,000	Supplies and resources for parent engagement events
Other Operating Cost		
Capital Outlay		

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

<b>CSF 1: Coherent Curriculum and Assessment</b>	PLCs, Two-way communication, data analysis, PLC protocols, tuning protocols
<b>CSF 2: Leadership Effectiveness</b>	Instructional coaching, teacher leader training
<b>CSF 3: Teacher Quality</b>	Hiring of Master Teacher, on-going professional development driven by data

<b>CSF 4: Family/Community Engagement</b>	Parent engagement events, parent training on accountability, frequent, on-going communication
<b>CSF 5: School Climate and Culture</b>	Shared vision communicated often