

Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
San Antonio ISD	Pedro Martinez	Daniel Girard	Patti Radle
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Cooper Academy at Navarro	015907024	Robert Loveland	Daniel Girard
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	02-10-2019	Cyndi Zaragoza	February 10, 2020

Turnaround Method

Select the turnaround method your campus is pursuing. See the Description of Methods guidance document for more information.

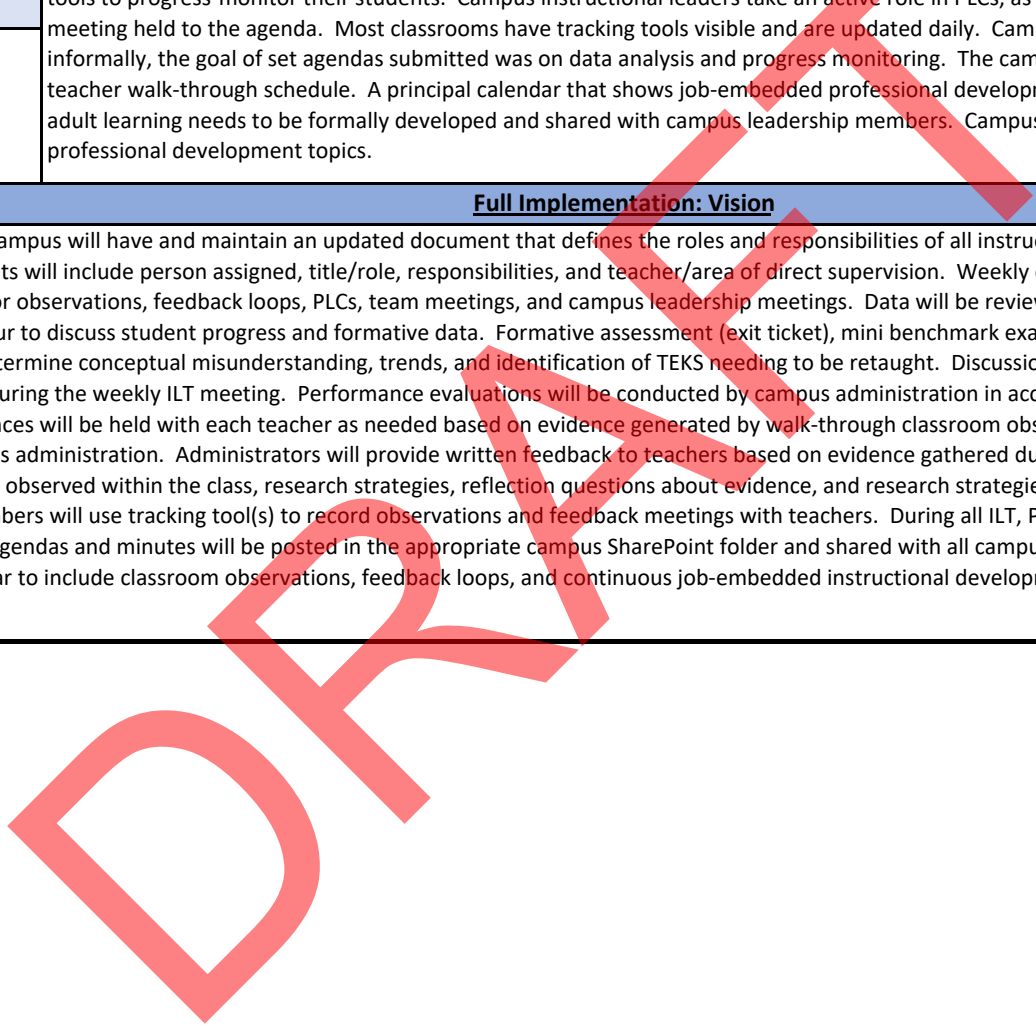
Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	<input checked="" type="checkbox"/>
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	<input type="checkbox"/>
School Action-Restart: District Managed	Restart a school by implementing the Accelerating Campus Excellence model or ACE-like model (including Accelerating Campus Excellence (ACE) turnaround plans).	<input type="checkbox"/>
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	<input type="checkbox"/>
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	<input type="checkbox"/>
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	<input type="checkbox"/>

Outcomes

*For each essential action, describe the **current implementation level** on the campus (using the ESF Diagnostic Summary Report) and what **full implementation** will look like on this campus. Reference the Key Practices in the Effective Schools Framework to develop the vision. Campuses should strive to be at or near full implementation within two years after implementing this Turnaround Plan for two years.*

1.1 Develop campus instructional leaders with clear roles and responsibilities.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Our current staff members have defined roles and responsibilities; however, the comprehensive list was neither updated nor submitted to the ESF Facilitator at the time of the diagnostic. The Principal and leadership team each have specific responsibilities they can articulate. Assistant Principals were observed completing their specific duties related to monitoring arrival, dismissal, and hallway transitions. The comprehensive job descriptions do not include which teacher leaders are responsible for managing campus activities. Campus instructional leaders use PLC agendas and data tracking tools to progress-monitor their students. Campus instructional leaders take an active role in PLCs, as observed during the observation of the PLC meeting held to the agenda. Most classrooms have tracking tools visible and are updated daily. Campus instructional leaders meet, both formally and informally, the goal of set agendas submitted was on data analysis and progress monitoring. The campus principal observes PLCs regularly, and there is a teacher walk-through schedule. A principal calendar that shows job-embedded professional development with routine modeling of best practices for adult learning needs to be formally developed and shared with campus leadership members. Campus department PLC agendas contain job-embedded professional development topics.
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	
<u>Full Implementation: Vision</u>	
At full implementation, our campus will have and maintain an updated document that defines the roles and responsibilities of all instructional leadership team (ILT) members. The roles and responsibilities documents will include person assigned, title/role, responsibilities, and teacher/area of direct supervision. Weekly calendars will be created by campus ILT members that show scheduled times for observations, feedback loops, PLCs, team meetings, and campus leadership meetings. Data will be reviewed bi-weekly during the departmental PLCs. Weekly ILT meetings will occur to discuss student progress and formative data. Formative assessment (exit ticket), mini benchmark exams, benchmark exams, and previous End of Course data analysis will occur to determine conceptual misunderstanding, trends, and identification of TEKS needing to be retaught. Discussion and planning for classroom instructional adjustments will take place during the weekly ILT meeting. Performance evaluations will be conducted by campus administration in accordance with state and district guidelines (TTESS). However, individual conferences will be held with each teacher as needed based on evidence generated by walk-through classroom observations. Teacher classroom walk-throughs will be conducted daily by campus administration. Administrators will provide written feedback to teachers based on evidence gathered during the walk-through. The written feedback will provide evidence of activities observed within the class, research strategies, reflection questions about evidence, and research strategies and action steps for continued improvement. Instructional leadership members will use tracking tool(s) to record observations and feedback meetings with teachers. During all ILT, PLCs, and data meeting agendas, minutes and next steps will be registered. All agendas and minutes will be posted in the appropriate campus SharePoint folder and shared with all campus instructional staff members. Campus principal will refine his current calendar to include classroom observations, feedback loops, and continuous job-embedded instructional development.	



2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Current Implementation: Summary

Implementation Level At Diagnostic	Our campus strives to recruit and retain highly qualified teachers. Currently, all recruitment and candidate selection strategies are led by the district talent management team (Human Resources Department). Members of the campus leadership team attend district job fairs. Currently, the campus does not have teachers engaged in the recruitment process. Campus interviews and interviewing procedures are established by the district. Campus grade-level leaders are selected through the campus interview process.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, we will work with the district's Talent Management partner to ensure that we identify a strong pool of candidates to interview during district job fair and college hiring fair visits. The principal will communicate the campus needs to the Talent Management partner, who will then search for candidates that meet the campus needs. The campus instructional leadership team will create a profile for the candidate to be hired, which will include content knowledge, professional experience(s), and interpersonal skills. The profile will be forwarded to the Talent Management partner for recruiting. Our campus interview committee will use an interview protocol for all interviewing questions. We will also incorporate sample role-playing for candidates. The interview committee will be comprised of the principal, assistant principal, teacher(s), and other staff members with appropriate experience. Core content leaders will be determined by student performance and criteria developed by the campus leadership team.

In an effort to retain high performing staff members, the campus will recognize and support high performing staff members as follows: first, para-professional staff members are recognized monthly with the GEMS of the month award, which includes a certificate, thank you card, and gift card. The GEMS of the month is awarded to the para-professional who exemplifies the mission, vision, and core values of the campus. Second, teachers who model the campus mission, vision, and take additional leadership roles will be recognized monthly with a certificate, award, and thank you card. Third, teachers and support staff will be provided an opportunity to attend professional development trainings and conferences. All new hires will attend an induction meeting with the campus principal to discuss expectations, and campus systems. A mentor will be assigned to the new hire, and monthly meetings will be held with the new hire to discuss staff member's needs and support actions. A tracking tool will be used to document feedback conversations with teachers that will be stored on the campus one drive and shared with other campus administrators. Teachers that model great teaching strategies, classroom management, attendance, utilize, and share professional development will be given additional opportunities to lead campus professional development sessions, attend district committees, and attend conferences. Teachers that consistently demonstrate proficient levels of instructional practices and campus initiatives will be given the opportunities to attend professional development sessions with the whole campus picture in mind, improvement of instructional delivery training, and team-building practices. Those teachers who are consistently performing below the proficient level of instructional practices and campus initiatives will be assigned a campus mentor and will have specifically targeted professional development sessions as determined by observational evidence. Campus substitutes will be observed, and feedback loops will be conducted. A tracking document will be created to record observations and discussions with substitute teachers. Substitute teachers that consistently have positive observations and demonstrate effective communications will be scheduled on a routine basis. Substitutes that do not engage students or actively monitor students will conference with campus administration and potentially be removed from the campus active substitute list. The substitute documentation will be stored in the main office.

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Teachers and administrators know and understand the campus vision and mission. All campus stakeholders contribute to the overall success of students. Teachers are engaged in the overall success of the students through instruction and flexibility. All classrooms, hallways, and other common areas are safe and orderly. Staff members and students engage in positive adult-student interactions. Teachers and campus leaders have high expectations for student behavior, student performance, and expectations for graduation. Artifacts stating campus policies and practices are displayed throughout the campus, in classrooms and hallways. Informal positive recognitions and validations for students and staff members are routine and on-going. The school mission is posted throughout the main hallways and common areas; however, most but not all classrooms have the mission and vision statements posted. The Insight Survey has been administered to all staff members for the last two years. The results of the climate survey are positive.
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	
<u>Full Implementation: Vision</u>	
<p>At full implementation, all staff members will summarize the campus mission and vision statements. The statements will be posted in every classroom as well as in the hallways. The campus mission and vision statements will be updated when needed by the teachers and administrators at the beginning, middle, and end of the school year. Teachers have high expectations for all students and will continue to use asset-based language in staff-to-staff and staff-to-student interactions around performance and post-secondary goals. The campus PBIS team will continue to implement this support system across the campus throughout the year. All classrooms will play the PBIS presentation on their classroom on Smart TVs or Promethean Boards. The PBIS anchor charts will continue to be posted in all hallways and classrooms. Student incentives for attendance and performance will continue to be awarded to students that meet their behavior and performance goals. Campus teachers and administrators will continue to monitor students in the common areas before school, during lunch, and after school. They use this time to set the tone for the day, using positive reinforcement of positive behavior and goal setting for students' secondary and post-secondary careers. Classrooms and hallways will continue to have posters and anchor charts that incentivize students to succeed in the classroom and to plan for their post-secondary success. The district-wide Insight survey is administered every year to all staff members and students. Campus administrators share the information with all staff members for continuous campus improvement. The strategies that this campus has implemented and will refine are set in place to ensure that students have the proper tools to be successful.</p>	

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4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Sample scope and sequence and year at a glance, provided by the district, were in place this year. Each grade level also has a pacing calendar to use with YAG. Additional resources include the district website for curriculum and assessment, field guides from Lead4ward, and TEKS Resource System parent portal. During the teacher focus group, teachers stated that they create their own unit tests. The unit tests are built to measure what teachers taught in their individual classrooms, not necessarily what all students should be learning based on a normed bar for rigor, format, or content. Teachers utilized mini-formative assessments (Exit tickets) in all classrooms, but those reviewed did not reflect the depth and complexity of the standards assessed. Instructional materials, such as Stem Scopes, Lead4ward Field Guides, and district created year at a Glance, have been made available for teachers. However, essential questions and content-rich texts were not observed in the majority of the classrooms. There was no evidence of accommodations to support special populations such as English learners. There was no discussion of how the curriculum was aligned to instructional materials during the PLC meeting observed. The main focus was on data analysis.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	
<u>Full Implementation: Vision</u>	
At full implementation, we will have a district created scope and sequence for the direct teach core content areas. The scope and sequence will have dedicated time built-in for interim assessments and re-teach activities. Direct teach, core content teachers will receive instructional materials containing essential questions, key ideas, suggested resources, content-rich texts, and examples of classroom materials (anchor charts, graphic organizers, etc.) to support all students. Interim assessments, at least three times per year, will be administered for direct teach core content areas. All interim assessments and teacher-created assessments will include STAAR released questions. The campus instructional leadership team will provide ongoing professional development aligned to best practices in terms of instructional materials, assessment resources, and instructional strategies. Continual campus professional development and instructional materials will be implemented to meet the needs of students with disabilities, English Language Learners, and other student groups. Professional development topics will include SIOP, reading, writing, and comprehension strategies. Our campus calendar will consist of planning days during the first, second, third, and fourth cycles. At the beginning of the year, before students and staff start date, the core content teachers will participate in a program review activity to analyze student performance and instructional programs. Based on the results of the review teachers will develop instructional interventions for the first cycle of the school year.	

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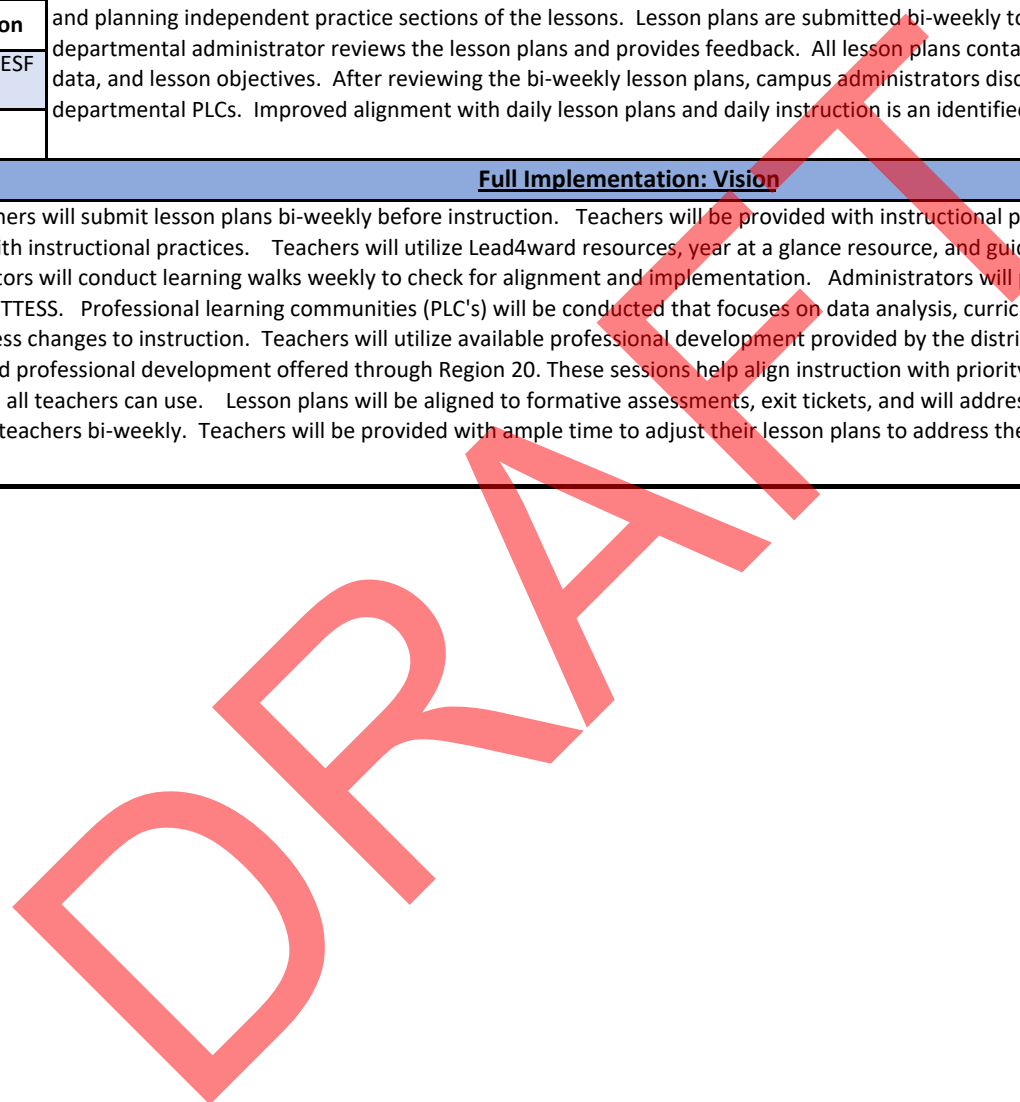
5.1 Objective-driven daily lesson plans with formative assessments.

Current Implementation: Summary

Implementation Level At Diagnostic	Teachers submit lesson plans containing lesson objectives bi-weekly. However, the lesson plans need to very clear in a manner in which another teacher will be able to use it. Most classrooms continuously post daily learning objectives. The PLC meeting observed focused on data analysis, lesson planning, and planning independent practice sections of the lessons. Lesson plans are submitted bi-weekly to their departmental administrator. The departmental administrator reviews the lesson plans and provides feedback. All lesson plans contain the following items: assessments, exit tickets, data, and lesson objectives. After reviewing the bi-weekly lesson plans, campus administrators discuss their feedback with their teachers during the departmental PLCs. Improved alignment with daily lesson plans and daily instruction is an identified need for improvement.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

Full Implementation: Vision

At full implementation, teachers will submit lesson plans bi-weekly before instruction. Teachers will be provided with instructional planning sessions throughout the year, where they will align curriculum focus with instructional practices. Teachers will utilize Lead4ward resources, year at a glance resource, and guidance from the instructional specialist for effective lesson planning. Administrators will conduct learning walks weekly to check for alignment and implementation. Administrators will provide feedback to teachers through lesson plan analysis, learning walks, and TTESS. Professional learning communities (PLC's) will be conducted that focuses on data analysis, curriculum alignment, lesson planning, student performance, and that address changes to instruction. Teachers will utilize available professional development provided by the district, such as EPIC Saturdays, Professional Development in Pajamas, and professional development offered through Region 20. These sessions help align instruction with priority TEKS. Also, they help teachers develop lesson plans, written in a manner in which all teachers can use. Lesson plans will be aligned to formative assessments, exit tickets, and will address the needs of all students. Administrators will provide written feedback to teachers bi-weekly. Teachers will be provided with ample time to adjust their lesson plans to address the needs of students.



5.3 Data-driven instruction.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	During the PLC meetings, the assistant principal is the primary facilitator of the meeting. The PLCs meeting focuses on the reviewing of student data, student data trackers, instructional strategies, and instructional delivery. The discussions on developing and review of re-assessment exemplar that addresses the student error and misunderstanding did not occur during the PLC meeting. Campus PLCs calendars are created that show scheduled times and locations for bi-weekly PLCs and team meetings. All meetings follow a set, formatted agenda. Data trackers are posted and updated in most classrooms.
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	
<u>Full Implementation: Vision</u>	
<p>At full implementation, our campus will make all instructional decisions based on the most current data. We will develop an assessment calendar that includes a schedule for data analysis. The assessment calendar will be posted and shared with all teachers and instructional leaders through the campus share point. Campus instructional leaders will share, discuss, and analyze assessment data through bi-weekly PLCs. PLCs will be held bi-weekly. During the PLCs, teachers will discuss student data by sub-group, develop interventions, build and modify lesson plans, and revise data trackers. The master schedule will have dedicated time built in for teachers to have common planning periods based on content. The campus will continue to use and refine bi-weekly mini formative assessments in the following content areas: All Biology, US History, English I, and English II classes. The data generated from these assessments will be used to plan reteaching and reassessment activities. Student assessment progress will be posted in each classroom using classroom trackers, highlighting the student performance by TEKS. Students will track their progress through the use of profile folders. When teachers develop their mini-formative assessments (Exit Tickets), they will develop an exemplar and rubric that will serve as a universal model for teachers to evaluate students' work fairly and consistently. Department instructional leaders (department heads) will create benchmark goal-setting posters (trackers) that have student benchmark results compared to campus performance goals. The overall campus benchmark performance compared to campus performance goals for the STAAR assessments will be posted in the hallways and common areas of the campus. All core content teachers will create and maintain content area binders that contain their student data, developed assessments, and lesson plans. Campus data tracking by sub-group will be done through Eduphoria.</p>	

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After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.

School Improvement Turnaround Plan

District Commitment Theory of Action

In this section, describe the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan. The District Theory Commitment Theory of Action should address each of the Foundational Essential Actions and DDI.

If the San Antonio Independent School district provides the campus with an efficient hiring process with direct human resource staff assigned to assist the campus identify, hire and retain effective staff members, provide on-going and continuous leadership coaching sessions which addresses instructional practices, monitoring and feedback protocols, provide trained specialists to assist with the implementation of the PBIS, 504, Special Education, Bi-Lingual programs and instructional practices, the district provides on-going training for campus instructional leadership members, teachers, instructional specialists and to campus administration, and provides a standards-aligned and viable curriculum (GVC) with a defined scope and sequence, provides a data assessment platform to capture assessment data by item, student performance level and ensures access to high quality common formative assessment resources aligned to state standards for all tested areas; the district has effective systems for identifying and supporting struggling learners, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.

System and Capacity Building

In this section, describe the efforts the campus and district will make to build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
We will refine our administrative observation and teacher feedback protocol. We will ensure that the system for observation and feedback is consistent and uniform. We will define the observation and feedback protocol, ensuring that all stakeholders know and understand the process and expectations. Observations will occur daily, teacher feedback will be provided, imbedded research and supports will be included, and actionable items will be stated.	Internal Capacity Building Efforts - Principal Learning Networks	2020-2021	Year 1, we will partner with other campuses that have created similar observation and feedback protocols. The Principal will continue to collaborate with another campus Principal, "accountability partner," to assist with the refinement of protocol. The Principal's supervisor will provide ongoing coaching to the Principal.	1.1 & 5.1
We will create clear roles and responsibilities for members of the campus leadership team. We will provide guidelines for all instructional leadership members for leading their departments. We will refine our instructional leadership and professional learning meetings to have dedicated time for student and teacher data.	Internal Capacity Building Efforts, ESC Region 20	2020-2021	Year 1, beginning at the start of the school year and continuing throughout the year, all staff members will receive training on roles and responsibilities, instructional meeting formats and instructional protocols for analysis of student and teacher work, and campus instructional cycles. Campus leadership team members will receive additional training through cabinet leadership meetings. Instructional leadership team members will also attend leadership training offered through Region ESC 20.	1.1, 2.1 and 5.1

<p>Our school district's curriculum department is developing content area curriculum guides (including Year at a Glance, content frameworks, curriculum resources, and vertical alignment tools). We will ensure that all teachers are trained on the curriculum documents and resources. We will ensure that our content teachers have curriculum resources such as Stem Scopes and Lead4ward materials.</p>	<p>Internal Capacity Building Efforts, ESC Region 20</p>	<p>2020-2021</p>	<p>Year 1, at the beginning of the school year, all core content teachers will receive training on instructional resources and district created curriculum. During all professional training days, teachers will receive additional training on curriculum resources such as Stem Scopes and Lead4ward as determined by observational evidence.</p>	<p>4.1</p>
<p>Campus faculty, staff, students, and other stakeholders will revisit our campus mission and vision statements. We are refining our routines and procedures to improve our student culture and climate, focusing on student success in the classroom and in attaining their post-secondary goals. The campus PBIS team will refine their practice to focus not only on student success but to include attaining post-secondary goal achievement.</p>	<p>ESC Region 20, Campus and District PBIS Team</p>	<p>2020-2021</p>	<p>Year 1, at the beginning of the school year, all teachers will receive training on refined PBIS strategies, focusing on classroom goal setting and use of asset-based language centered on student success and post-secondary goal achievement. The campus mission and vision statements will be posted in every classroom as well as hallways on the campus. During on-going professional training, teachers will receive additional training, refining the PBIS strategies to ensure student success.</p>	<p>3.1</p>
<p>We will continue to refine our teacher observation and feedback protocol. We will identify teachers that consistently utilize and implement research-based instructional practices and train them in teacher observation and feedback protocols. The instructional leaders will conduct instructional rounds each cycle using the campus observation and feedback protocol.</p>	<p>Internal capacity building efforts, ESC Region 20, District provided professional development</p>	<p>2020-2021</p>	<p>Year 1, during professional training days, teachers will receive additional training on data resources such as Eduphoria, Performance Matters, and Edgenuity as determined by observational evidence. Teachers will utilize rubrics for exit tickets.</p>	<p>5.3</p>
<p>We will continue to refine our teacher observation and feedback protocol. We will identify teachers that consistently utilize and implement research-based instructional practices and train them in teacher observation and feedback protocols. The instructional leaders will conduct instructional rounds each cycle using the campus observation and feedback protocol.</p>	<p>Internal Capacity Building Efforts, ESC Region 20</p>	<p>2021-2022</p>	<p>Year 2, instructional leadership teachers will be identified during the summer. These teachers will receive training on the observation and feedback protocol at the start of the year. Instructional rounds, campus leadership meetings, and continuous training will be scheduled on a calendar that will be posted for all cabinet leadership team members.</p>	<p>1.1 & 5.1</p>
<p>Campus instructional leaders will assist campus administration by developing an interview protocol that includes role-playing. The instructional leadership team will develop and implement leadership criteria for campus members to become department heads and instructional team members. Campus instructional leaders will develop and implement substitute retention criteria and protocols and para-professional and teacher recognition criteria and process.</p>	<p>Internal Capacity Building Efforts, ESC Region 20</p>	<p>2021-2022</p>	<p>Year 2, instructional leadership members will attend training through the SAISD curriculum department and ESC Region 20 on hiring policies and staff retention practices throughout the year. The staff recognition training and development of recognition criteria will occur during the summer prior to the start of the year and during the fall semester.</p>	<p>1.1, 2.1 & 5.1</p>
<p>Campus faculty and staff will have a shared understanding of the campus mission and vision and how they are present in the daily routine of the school. The campus PBIS Team will continue to demonstrate expectations about campus achievement and student post-secondary goals.</p>	<p>ESC 20, Campus and District PBIS Team</p>	<p>2021-2022</p>	<p>In Year 2: The campus will continue to refine and reinforce the campus routines and procedures based upon student feedback collected by the PBIS Team and campus student surveys. Teachers will continue to receive ongoing targeted professional development based on the data gathered. Faculty, staff, and students will be able to articulate the campus mission and vision.</p>	<p>3.1</p>

<p>We will ensure that all teachers have been trained in the district's curriculum documents and resources. We will ensure that our content teachers have curriculum resources such as Stem Scopes, Lead4ward, and other instructional materials that address the needs of all sub-populations, including ELLs, Special Education, and 504 students.</p>	<p>Internal Capacity Building Efforts - Principal Learning Networks District Curriculum Departments ESC20</p>	<p>2021-2022</p>	<p>In Year 2: The campus will continue to provide teachers with high-quality curriculum resources and training throughout the year, making adjustments and additional resources as determined by observational evidence and student performance.</p>	<p>4.1</p>
<p>Our school district has provided resources such as Lead4ward, Eduphoria, and Performance Matters to track student data. The resources allow teachers to build tests and exit tickets, and to prioritize priority TEK needs based on student data. Teachers will be provided with training and support throughout the year for consistent implementation. Campus instructional team members will participate in the district's curriculum and formative assessment development committees.</p>	<p>Internal capacity building efforts, ESC Region 20, District provided professional development</p>	<p>2021-2022</p>	<p>Year 2, during professional training days, teachers will receive additional training on data resources such as Eduphoria, Performance Matters, and Edgenuity as determined by observational evidence. Teachers will utilize rubrics for exit tickets. Campus instructional leaders will participate with the other high school campus department heads to develop assessments, analysis tools, and review curriculum resources.</p>	<p>5.1 & 5.3</p>

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Critical Implementation Milestones

*In this section, describe the critical implementation milestones (high-level description of actions that will be completed) that the campus and/or district will meet in each year of implementation in order to achieve the vision of full implementation of each Essential Action shared on the Turnaround Foundations tab. **Milestones for the 2-3 high leverage focus areas identified in the ESF Diagnostic must be addressed first**, as these are the campus' largest gaps in practice and systems (and will have the greatest impact on the implementation of other Essential Actions). **The milestones listed here must be included in each year's Targeted Improvement Plan.** Add rows as needed.*

<u>Pre-Implementation</u>	<u>Essential Action</u>
During the summer, meet with accountability partner to discuss and revise observation and feedback protocol.	1.1 & 5.1
Identify curriculum resources provided by the district and provide training on the resources available (Stem Scopes and Lead4ward) through PLCs and professional development days.	4.1
Provide on-going professional development trainings that focus PBIS strategies, that reinforce campus mission and vision goals.	3.1
During the summer, develop campus instructional calendar to include protected time for meetings, assessments, data analysis and remediation.	5.3
During the summer, refine the campus master schedule to include protected time for professional learning communities and departmental planning sessions.	5.1
During the summer, review upcoming years budget and identify ESC Region 20 trainings to assign staff members and include on instructional calendar.	2.1
During the summer, contact and coordinate with district curriculum personnel to schedule trainings for Edgenuity, Scope and Sequence, Eduphoria and instructional resources.	4.1
<u>Implementation Year 1</u>	<u>Essential Action</u>
Refine observation and feedback protocol. Define the process and expectations, refine the feedback protocol rubric and train all professional staff members.	1.1 & 5.1
Provide on-going training on district curriculum resources, identify district curriculum and provide more in-depth training on Lead4ward and Stem Scopes.	4.1
Refine campus mission and vision statements. Refine PBIS Team focus on campus and post-secondary goal attainment.	3.1
Campus instructional leadership has developed methods for identifying high performing staff members and developed a process to recognize their efforts and highlight their skill sets.	2.1
Campus instructional leadership team has developed processes and procedures for teacher observation and feedback protocols, development and implementation of assessments and ca	5.3
Provided training to all campus instructional staff on Edgenuity, Scope and Sequence, Lead4ward, Stem Scopes and instructional resources.	4.1
Provided training to instructional leadership members about staff retention practices and recognition processes.	2.1
<u>Implementation Year 2</u>	<u>Essential Action</u>
Teachers continue to receive ongoing targeted professional development based on data gathered from classroom observations and review of instructional materials.	1.1 & 5.1
Provide teachers with high quality curriculum resources and training throughout the year, making adjustments and additional resources as determined by observational evidence and	4.1
Teachers continue to receive ongoing targeted professional development based on data gathered from PBIS Team and campus surveys.	3.1
Instructional leaders will have the capacity to observe, monitor, and provide feedback on instructional practices to their campus colleagues.	5.1
Campus instructional leaders develop and actively participate campus hiring protocols.	2.1
Campus instructional leaders collaborate with district personnel on the selection, development and revision of curriculum and assessment resources.	5.3
Refinement of campus instructional calendar continues. Ensuring that there is dedicated time for assessments, remediation, meeting and professional development time.	5.3

Implementation Year 3 and beyond		Essential Action
<i>Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation. A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.</i>		
Our campus has processes and procedures for effective classroom observations and teacher feedback. Instructional leaders administration and teacher leaders participate in classroom observations.		1.1 & 5.1
Campus instructional leadership members will attend on-going curriculum trainings through school improvement conferences, ESC20 and district curriculum trainings.		4.1
Our campus implements faculty, student and parent surveys each year. Data obtained from the surveys is reviewed, analyzed and shared with the campus faculty to improve the culture and climate of the campus.		3.1
Our campus has a process for identifying staffing needs and collaboratively recruits new employees. All new employees are supported by mentors and administration through on-going dialogue and meetings.		2.1
Provide consistent meaningful feedback to teachers about their daily instruction, lesson planning and assessment development that leads to improved student performance.		5.1
Our campus instructional leaders and teachers consistently meet to discuss student work, assessment data, teacher data and instructional practices. Campus initiatives and procedures are adjusted as needed based on data.		5.3

Budget and Financial Resources

*Funds outlined in the budget table should include any supplemental costs required to implement the turnaround plan for 2 or more years.
For example, salaries for teachers and principals should not be included; however, if the initiative calls for teacher stipends to cover extra duties, those costs should be accounted for in the table.*

Category	Amount	Description
Payroll	\$ 160,000.00	Campus based Instructional Coach ELAR (w/ Implementation duties)
Professional Development	\$ 35,000.00	Carnegie Foundation Improvement Science Conference, Data Driven Instruction Training through ESC20
Supplies and Materials	\$ -	N/A
Other Operating Costs	\$ -	N/A
Capital Outlay	\$ -	N/A

