

Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
San Antonio ISD	Pedro Martinez	Dr. Olivia Hernandez	Patti Radle
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Herff Academy	015907132	Kelly Allen	Dr. Olivia Hernandez
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	October 1, 2019	Demetrio Garcia	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	<p>The current administrative/leadership team at Herff Academy is entirely new. There is an excellent opportunity for growth in shaping the leadership team and implementing clear roles and responsibilities. Currently, we have a Google staff calendar to inform staff of important events, deadlines, and district instructional expectations. The principal sends out a weekly staff Herff Noticias which informs staff of instructional and campus updates, expectations, and celebratory news. The Campus Leadership Team (CLT) members received the memo of the job description and responsibilities. The nomination of CLT members closely followed district policy. Staff received and discussed school arrival and dismissal responsibilities. An electronic handbook is being created, which will disseminate staff expectations, roles, and responsibilities that cover instructional expectations as well as campus procedures. For administrators, we implemented the T-P ESS evaluation system. The Assistant Principal, the Principal, and part-time retired principal have discussed expectations and look for walkthroughs or observation data. Weekly PLC agendas and weekly administrative and instructional meetings with agendas are maintained. We provided to all teachers, the T-TESS refresher course. Teacher goal setting was due September 27th (goal, student skill, assessment to be used). The custodial staff met with admin to set calendars and identify roles and responsibilities.</p> <p>Mr. Gilberto Santos presented data analysis to teachers to inform their future instructional practices. The campus has provided multiple opportunities for teacher leaders to grow professionally. Three dual language teachers attended La Coshecha Dual Language Conference in New Mexico in November. The Instructional Coaches continue to receive monthly professional development on student-centered coaching, as well as receiving professional development on MAP testing, Lead4ward, and curriculum updates. The campus participated in a book study with Sean Cain's book, Fundamental 5. Lead teachers led the book study. Teachers continually attend district-offered professional development on research-based instructional strategies, curriculum, and social and emotional learning. At each monthly faculty meeting, teachers present instructional strategies from their experiences obtained during professional development sessions. There is a need at the campus to continue to develop the leadership of the instructional/administrative team. Continual monitoring of the goals of the Instructional Team/Dream Team is needed.</p>
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	
<u>Full Implementation: Vision</u>	
<p>At full implementation, the campus will have an updated document that reflects the roles and responsibilities for all Leadership (instructional and administrative) members. The campus will also have an accessible electronic staff handbook that clearly defines staff expectations, roles, and responsibilities. This handbook will also review instructional expectations, professional expectations, campus procedures, and teacher and leadership team evaluation processes. All job responsibilities will be codified and disseminated to the staff. The Leadership team will discuss and classify which teachers they are responsible for managing and providing feedback and coaching to. The Leadership team will meet with teachers they manage at the beginning of the year to review goals and performance expectations. The Leadership team will monitor ongoing feedback and teacher observations through a Google document. Campus instructional leaders will use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. Campus instructional leaders meet weekly to focus on student progress and formative data in Professional Learning Communities (PLCs) and weekly leadership meetings. An administrator will be present during PLCs to facilitate discussion and adult learning. All notes will be recorded and referred to for data-driven instruction. The principal will improve campus leaders through regularly scheduled job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. The leadership team will provide teachers an observation schedule that includes TTESS look-fors and feedback/coaching procedures. A mentor principal will be provided to the campus Principal to model leadership, instructional best practices, and decision making of curricular needs. The new Instructional Coaches will continue to receive ongoing coaching professional development and guidance from the principal and Assistant Superintendent.</p>	

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

Current Implementation: Summary

Implementation Level At Diagnostic	<p>At Herff Academy, we are currently recruiting and attracting teachers with dual language experience, along with elementary and middle school experience. The campus administrative team implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates. To maintain high-quality staff, we work in conjunction with the district's mentor teacher program, which pairs a new teacher with a district support specialist. The Mentor Teacher visits weekly with the new teachers to assist in planning, instruction, campus procedures, and expectations. We also praise new teachers and their growth in our faculty meetings and our weekly staff newsletter. In addition to maintaining a high-quality staff on campus, the principal and assistant principal regularly attend teacher job fairs. The administrative team also reviews high-performing teachers' referrals for new teacher candidates. Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. The principal works collaboratively with Talent Management and Assistant Superintendent regularly to address campus staffing needs. The administration team uses district-level interview criteria and recruiting procedures.</p> <p>The interview committees consist of the Principal, Assistant Principal, Instructional Coaches, and a teacher panel. Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals. Guiding Coalition and Campus Leadership Teams were created for more effective communication, lesson planning, and achievement alignment. Reassignment of teachers did take place in the summer of 2019. Placements were strategic due to content expertise, student needs, and achievement results. Preferred substitutes are positively recognized and recruited to choose Herff Academy for employment. The campus is beginning to place teacher leaders in other leadership roles (faculty presentations, lead book studies, parent and community involvement).</p>
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, Herff Academy will continue to work hand in hand with Talent Management to ensure a robust recruitment strategy. This strategy includes attending college and teacher fairs and reviewing internal teacher referrals. At the campus level, we will have a better-aligned selection process, including a sample lesson and situational role-playing. We will improve the selection of Guiding Coalition (grade-level team leaders) members, focusing on content expertise, student achievement, and best fit. We will continue to recruit and retain preferred and effective substitutes. Teacher professional development will be differentiated by the teacher's needs and of their students.

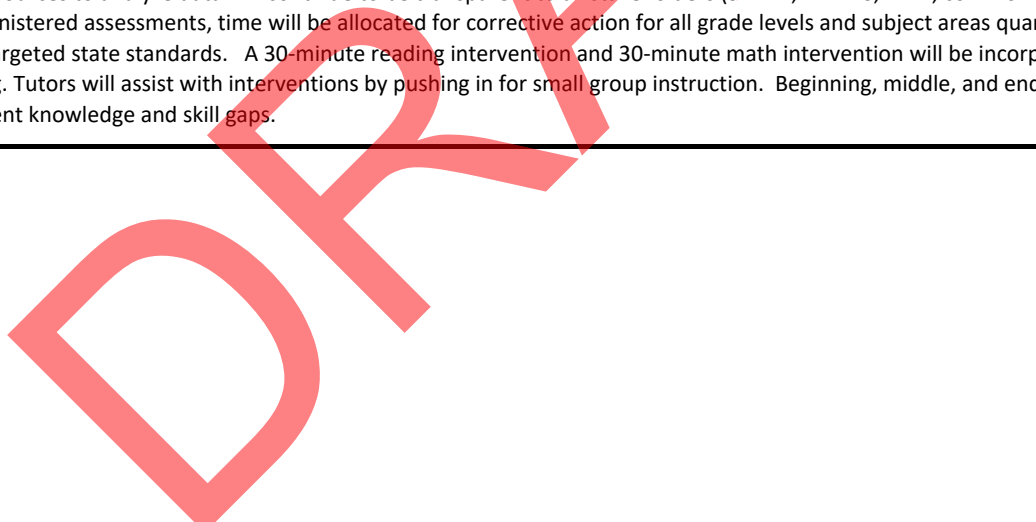
The administrative team believes significantly in the positive impact of consistent professional development of Herff teachers, allowing teachers to attend all relevant professional development. Teachers that employ research-based and highly effective teaching strategies consistently and with intent have positive classroom management systems in place; and attend, incorporate, and share professional development with their peers, will be given additional opportunities to lead campus training, attend district committees, and attend conferences. Furthermore, they will have opportunities to participate in training opportunities with the whole campus picture in mind, improvement of instructional delivery training, and team-building practices. The campus will improve their mentor program for new teachers, regularly meeting with mentors and mentees to discuss 1st year teaching challenges and new-to-the-district challenges. Teacher leaders will be trained in specific meeting formats and protocols by the campus and district. Campus-based leadership will model best practices in instruction and social and emotional learning. The leadership team will recognize teachers for their successes, building positive relationships for teacher retention. The campus will continue to foster positive relationships with effective substitutes and to cultivate them for potential campus openings.

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	Evidence provided indicated that the campus mission and vision were being created and/or being refined so that stakeholders may be able to articulate them consistently. Although the staff was not able to clearly articulate the campus mission, vision, and values, focus groups shared that staff had the opportunity to provide input in the development of the campus' mission and vision. At the beginning of the year, there was limited evidence of the campus' drive towards college and career readiness and postsecondary success. Evidence collected during the T.E.A. campus visit showed that Herff Academy has high expectations for its students, although it isn't clear if practices and policies for these expectations are captured and written down. Campus administrators and teachers expressed some high expectations, but there were inconsistencies and limited solid evidence during classroom observations that high expectations are maintained for all. Evidence submitted showed that there are expectations for L.E.E.R. (a 30-minute non-negotiable reading intervention block) and for teachers. Spring 2019 Insight Data was provided as evidence, but it was not clear what actions or steps were taken after receiving the survey results. At the end of November 2019, the campus has created the mission and vision statement. It has been translated into Spanish. Next step is to send it to the print shop. We will laminate the statement and place in every classroom and common area. Student artwork will be placed around the school to portray their interpretation of the mission and vision. We have begun to create a college space on the second floor. School flags have been posted on one wall. 5th grade attended a U.T.S.A. football game on November 23. 6/7th grades attended a U.I.W. basketball game on November 19. March 2-March 6 is Herff's college week. 3rd-7th grade students will attend a U.T. Student informational session on Saturday, March 7. Currently, 9 of our 4th-grade students are penpals with C.P.S. Energy employees. These students will be writing bi-monthly pen pal letters. At the end of the year, the students will tour C.P.S. Energy.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	
<u>Full Implementation: Vision</u>	
At full implementation, we will have engaged in a full revision of our school mission, vision, and values that involves the school staff, students, and community. Our mission, vision, and values will be prominently displayed in classrooms, common areas, and school areas. The statement will be translated into Spanish and include our colorful mascot. All staff, students and families will be able to speak to the mission, vision, and values. We will have established both student/family handbook(in conjunction with the district student handbook) and staff handbook that guides our behavior. The expectation is that staff and students will interact in such a way that demonstrates our mission, value, and vision. All staff will know the expectations for all students and hold students accountable to these expectations. As a staff, we will hold ourselves accountable to behave and work according to our mission, vision, and values. We will begin each year with a review and teaching of expectations for campus common areas. The staff will annually participate in a PBIS survey that surveys students, parents, and staff regarding overall campus expectation, safety and school climate procedures and progress. We will have students create hallway and bathroom visuals that remind everyone of the shared expectations. 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 and hallways before and after school and during lunch. An annual Spring Insight Data survey will be conducted to receive feedback from all staff members regarding campus culture and climate. We will analyze the data with staff, students and community. This data will drive our practices and expectations to improve as a positive and safe campus. Campus practices and policies will demonstrate high expectations and shared ownership for student success, stressing college and career readiness and postsecondary success. Activities supporting this effort include guiding students through goal-setting process which is utilized with every assessment taken and a Career Day. For our secondary students, we will have conferences with counselors and parents to discuss High School Pathways and field trips to local colleges and institutions. Our campus will be college and career oriented. We will have a College week that brings colleges, universities, and college students to our campus as well as planning college campus tours. We will increase participation with local businesses Trinity College that will increase student learning and engagement. In all, our campus will feel positive, inclusive and expectations will be held high for our staff and students.	

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

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Currently, since the TEKS Resource System is no longer available to help guide instruction, teachers have expressed concerns about the development of lessons. At this time, the district, along with teacher committees, developed and released a year-at-a-glance (YAG) document along with the second-semester curriculum. The campus has required all teachers (Pre-K-7th grade) to create unit plans in Math and Reading for the entire year. As of December 2019, all Math unit plans for the year have been submitted. By December 20, 2019, all Unit plans for Reading for the year will be completed. Teachers are provided two full-days of planning time. PLCs are used to provide ongoing training and support of instructional materials. The campus does a variety of assessments throughout the year to include district-created assessments every nine weeks (CBAs), MAP Growth & Fluency, practice STAAR tests in December, mini-assessments (half a STAAR test) and biweekly common assessments. Teachers have several curricular resources available to enhance the delivery of instruction. However, some components of newly-adopted materials are missing some components and/or some of them have recently arrived. There was no professional development calendar for teachers that provided ongoing, content-focused, job-embedded training linked to high-quality curricular resources in all core subjects. Since the beginning of the year, we have dedicated intervention time for 30 minutes every day.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	
<u>Full Implementation: Vision</u>	
At full implementation, we will have refined Unit plans for all content areas. These plans will include TEK alignment, as well as assessment dates and dedicated time to reteach after each interim assessment. We will provide each core content subject with instructional materials for each unit. These materials include essential questions, examples of higher-order thinking questions, Lotta Lara, the Dictado, suggested resources and texts, and examples of classroom materials (anchor charts, graphic organizers). We will provide biweekly common assessments for all STAAR tested grades in Reading, Math, Science, and Writing. We will track mastery of each assessment and share data with students, teachers, and families. We will provide our teachers with ongoing professional development aligned to best practices regarding instructional materials, resources, and strategies. Teachers will be offered ongoing professional development to support English Learners as well as students with disabilities. A year-long calendar will be created to show essential and pertinent staff training opportunities. Special Education teachers will continue to be a part of weekly PLCs and planning. Our campus-wide calendar will allow quarterly content planning days for each grade level and department. Data sources to analyze data will continue to be transparent to all stakeholders (STAAR, TELPAS, MAP, common assessments, CBAs, STAAR simulations). Based on the data gathered from administered assessments, time will be allocated for corrective action for all grade levels and subject areas quarterly. For instance, weekly common assessments will drive the reteaching of targeted state standards. A 30-minute reading intervention and 30-minute math intervention will be incorporated into the daily schedule to address corrective actions/reteaching. Tutors will assist with interventions by pushing in for small group instruction. Beginning, middle, and end of year MAP testing will also guide reteaching of particular skills to close student knowledge and skill gaps.	



5.1 Objective-driven daily lesson plans with formative assessments.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Classroom observations revealed that most classrooms had a visible COLOSO posted. At the beginning of the year, there was no clear evidence of the aligned execution of lesson plans. During classroom observations, it is sometimes unclear about the differentiation of instruction for students.
Planning for Implementation	Evidence collected suggests that administrators do not regularly review and/or provide feedback on lesson plans. However, the instructional team has started to give feedback to the STAAR tested grades. All teachers submit weekly lesson plans by Monday, 8 am, into a grade-level Google Drive. Teachers share these lessons with the campus leadership team. The campus leadership team provides weekly feedback to the teachers via the lesson plan on Google comments. Teachers will have ample time to readjust the lesson according to the feedback. The leadership team ensures that the activity (verb of the TEK) matches the TEK and provides instructional opportunities for all students to master the TEK. A standard template was offered to teachers to utilize. Most teachers follow this template. The lesson plan consists of a content objective, TEK, language objective and social objective, activities, GRR model, and exit ticket. Each classroom posts the daily objectives, and most teachers refer to the objective throughout the lesson. Teachers use backward planning by first creating a yearlong unit planning document, and then creating weekly lesson plans. Teachers are currently planning two weeks before the lessons are taught.
Prioritized Focus Area from ESF Diagnostic?	
Yes	
<u>Full Implementation: Vision</u>	
At full implementation, all teams will submit lesson plans by Monday morning, 8 am, one week in advance. These lesson plans would include clear student-friendly content objectives as well as language objectives. The lesson plans would be prepared on a uniform lesson plan template, which would consist of the gradual release of responsibility activities. Lesson plans would also include sections to differentiate (for Gifted and Talented, English-Learners, and Special Education Students). Each lesson would be submitted with formative assessments, exit tickets, teacher exemplar, and student exemplar. The lesson plans would align with our current YAG and the teacher-created unit plans. We will check for the fidelity of lesson plan execution during classroom observations. All lesson plans will be readily available (in print) for the leadership team and district personnel to review during classroom visits. Each lesson plan will be reviewed by a leadership team member on Monday/Tuesday the week before it is taught. The leadership team will analyze lesson plans to check for TEKS alignment, differentiation for all student populations, formative checks for understanding, and rigor. Teachers will receive 1-5 pieces of actionable feedback. The leadership team will calibrate lesson plan feedback. There will be a system in place for teachers to make changes to their plans by Friday the week before the lesson is taught.	



5.3 Data-driven instruction.

Current Implementation: Summary

Implementation Level At Diagnostic	Teachers meet weekly in PLCs, agendas submitted as evidence do not consistently identify a specific protocol for identifying past successes, identifying the gap, or plans for reteaching. Focus groups shared that instructional coaches analyze data during PLCs to help identify areas of struggle and to help identify students for small group instruction. Although a master schedule was not submitted as evidence, teacher focus groups shared that there is a built-in intervention class period scheduled within the day. There was limited evidence of visible data-tracking artifacts in classrooms, hallways, or other common areas throughout the campus. However, in November, a data wall has been created in the conference room. The data tracks recent assessments-MAP, CBAS, STAAR simulations. Data meetings are held after assessments, although not always promptly. Our data meetings currently do not involve creating a teacher or student exemplars. We also do not plan for reteaching or practice any reteach lessons. Expectations for using student data trackers are unclear.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, our campus will be data-driven in all aspects. The dedicated time during collaborative planning and PLCs to review each assessment will be provided to the leadership team and grade level teams to help guide future instruction. Action plans will be created to include re-teaching of standards to improve mastery of standards. Data and student performance will guide leadership decisions regarding teacher observations, professional development, PLC topics, and teacher placement. We will strive to hold weekly data meetings where teams will meet with an instructional leadership member to review data, identify misconceptions, and plan for effective re-teach. Classrooms will track common assessment data. The data room will display recent assessment results, placing student results at the Approaches, Meets, and Masters levels. These displays will be fluid as updated data available. To ensure these consistent systems are maintained, the master schedule will need to reflect weekly data meetings, leadership team data analysis meetings, time to re-teach, intervention time, and time to re-assess. Student progress towards measurable goals is visible in each classroom and throughout the school to foster student ownership and goal-setting.

DRAFT

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 Area Superintendent, core directors, and other district stakeholders provide job-embedded professional development and ongoing coaching support for the campus leadership team with a focus on creating, evaluating, and monitoring campus protocols and systems; provide a standards-aligned resources and question banks that facilitate formative assessment creation and accurate data; ensure the campus is provided with detailed reports within two instructional days allowing for educators to identify and address the root causes of student misconceptions through direct instruction and reteach; provide collaborative opportunities with the talent management department to ensure there are highly qualified prospective teacher candidates to be interviewed and hired; then, the campus will be able to move forward creating a strong culture of data-driven decision-making with research-based best practices, systems, and protocols aligning lesson plans, assessments, activities, reteach plans increasing student success and college, career, and military readiness. All of these essential components for a thriving campus that has high expectations for all stakeholders will be reflected in the campus mission, vision, theory of action, and student artifacts, that will be visible throughout the school, ensuring ownership and accountability campus-wide.

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 create clear roles and responsibilities for all members of the leadership team in the form of an electronic handbook. This handbook will be an excellent resource for all staff to review roles, responsibilities, and campus expectations. We will provide greater clarity to the Campus Leadership Team in how to lead their grade levels. We will improve the structure of our weekly Dream Team meetings and PLCs to ensure we are focused on student and teacher data.	Internal Capacity Building -DCSI, Bilingual Leadership Coordinator	2020-21	Year 1: The electronic handbook will be reviewed to make updates and provide greater clarity of roles and responsibilities of all campus leaders. The focus is to build capacity across the campus. The Principal will receive ongoing support and coaching in this area from the supervising superintendent. Campus Instructional Coaches will continue to receive professional development of student-centered coaching. Coaching cycles will clearly be defined with specified teachers.	1.1
Campus faculty, staff, students, and other stakeholders will refine our campus mission and vision statements. We will improve our routines and procedures to grow our student culture and climate. The mission and vision statements will focus on student success in the classroom and in attaining their post-secondary goals. The campus and district PBIS team will refine their practice to focus not only on student success but to include attaining post-secondary goal achievement. Restorative Justice professional development will also be provided and integrated as a campus-wide program to provide the support that addresses the needs of	Internal Capacity Building - Campus and District PBIS Team, District Student Behavior and Discipline Coordinator	2020-2021	Year 1: at the beginning of the school year, all teachers will receive training on refined PBIS strategies, focusing on classroom goal setting, 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 and Restorative Justice practices to ensure student success.	3.1

<p>We will build capacity in rigor and alignment within lesson plans and ongoing formative and informal assessments. This will include training teachers on the Depth of Knowledge levels and on the DDI processes. We will incorporate weekly data meetings into our practices that specifically target rigor. Lesson plans would also include sections to include differentiation for different student groups. Most importantly, each lesson would be submitted with a formative assessment, teacher exemplar, and student exemplar of the exit tickets. The lesson plans would align with the district YAG and scope and sequence. The lessons will be based on gathering and responding to student data and include several checks for understanding throughout the lessons.</p>	<p>Internal Capacity Building - Office of Curriculum, Instruction, and Assessment, Office of 21st Learning, and Department of School Improvement</p>	<p>2020-2021</p>	<p>Year 1 - We will partner with our district stakeholders to support the rigor and alignment of the lessons, formative assessments, and feedback to teachers. They will assist with the ongoing coaching cycle to support the implementation of DDI practices. We will develop a protocol and strong feedback cycle for lesson plans and formative assessments that ensure lessons are aligned, formative assessments are administered, and data is disaggregated, and a plan of action is determined for the next steps. The Campus Leadership Team (CLT) will participate in monthly data analysis to engage in Standards in Practice discussion as well as campus instructional rounds.</p>	<p>5.1</p>
<p>Utilize digital tools, including Google Tools, Eduphoria, and Performance Matters, to track and analyze student data. These resources allow teachers to build detailed reports on their summative tests, formative tests, and Exit Tickets. Teachers will also be able to prioritize TEKS based on data. Teachers will be provided with training, coaching, and feedback throughout the year for consistent implementation.</p>	<p>Internal Capacity Building - Office of 21st Century Learning</p>	<p>2020-2021</p>	<p>Year 1: during professional training days, teachers will receive additional training on data resources such as Google Tools, Performance Matters, and Eduphoria as determined by observational evidence. Teachers will create formative assessments, teacher and student exemplars, and utilize rubrics for Exit Tickets.</p>	<p>5.3</p>
<p>Create a culture of Data-Driven and Data-Informed Instruction on the campus for adjustments in instruction. This will include training teachers and leaders on DDI processes and incorporating weekly data talks and planning into our practice. We will also include structures and time to allow for re-teaching and re-assessing. Lastly, we will ensure we give at least 3 Interim Assessments in each STAAR-tested course that are aligned to the rigor of the State Assessment.</p>	<p>Internal Capacity Building - Office of Curriculum, Instruction, and Assessment</p>	<p>2020-2021</p>	<p>Year 1: We will work with the campus/district leadership team for learning and coaching and ongoing support to implement DDI practices in our school. We will meet as a leadership team weekly and with our district support personnel at least one time per 9-week period. Our district support personnel will conduct observations and provide feedback to ourselves and our teachers. We will use our reflections on these practices to problem-solve and improve our DDI implementation at the campus.</p>	<p>5.3</p>
<p>Campus Leadership Team will create more staff involvement in a refined approach to hiring and retaining highly effective teachers. We will build capacity in this area by creating a teacher hiring committee that will help refine and execute protocols and processes. The CLT will attend job fairs, help modify the interview selection process, and participate in interviews for candidates. We will have professional development for our teachers through PLCs and will have CLT members and ACTs (Grade Level Leads) lead. We will create a substitute committee that will be tasked with identifying high-performing substitutes and building positive relationships with them.</p>	<p>Internal Capacity Building - Talent Management</p>	<p>2021-2022</p>	<p>Year 2: The work will start with a collaboration with the CLT and identifying those interested in being on our committees (hiring, substitute, etc.). The CLT will ensure we have time on our year-long calendar to meet with our committees, plan together, and gather feedback on the processes. We will create different year-long PD opportunities and calendars for our PLCs.</p>	<p>2.1</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 high expectations about campus achievement and student post-secondary goals.	Internal Capacity Building - Campus and District PBIS Team	2021-2022	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 and model high expectations for all students, staff, and families.	3.1
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 Lead4ward and other instructional materials that address the needs of all sub-populations, including ELLs, Special Education, Gifted and Talented, and 504 students. We will also focus on how to differentiate for students based on needs and strengths.	Internal Capacity Building Efforts - Principal Learning Networks of Curriculum, Instruction, and Assessment	2021-2022	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, special programs, and student performance.	4.1

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>
Calibrate and modify observation and feedback protocol for teachers. Clearly define the process and expectations, refine the feedback protocol rubric, and train campus stakeholders including teachers, paraprofessionals, and the administration team.	5.1
Analyze summative data from 2019-2020 and campus artifacts with campus leaders to create a list of focused areas/initiatives and share with staff for implementation at the beginning of the school year.	1.1
Analyze and review all parent/teacher survey data and student disciplinary data from 2019-2020. Based on the data, revisit the vision, mission, and values from the previous year and begin to adjust areas that did not work or needs minor adjusting.	3.1
<u>Implementation Year 1</u>	<u>Essential Action</u>
Provide consistent meaningful feedback to teachers about their daily instruction, lesson planning and assessment development that leads to improved student performance. PLCs are more teacher-driven as the year progresses, leader to more teacher ownership.	5.1
All roles and responsibilities have been clearly defined for each campus position and capacity. Written protocols and processes for department meetings, grade-level team meetings, or other areas of responsibility have been created. Campus leaders receive regularly scheduled, job-embedded professional development consistent with best practices for adult learning,	1.1
Our school's mission, vision, and values have become the norms for all activities that occur on campus. Our staff, and students can speak to our mission, vision, and values. Our staff exemplifies high expectations for our students and use asset-based language for student growth.	3.1

ALT facilitates effective weekly data meetings where teachers are able to participate in the process of analyzing data, identifying misconceptions, and planning strong re-teach plans using	5.3	
Implementation Year 2		
Essential Action		
Continue to provide consistent meaningful feedback to teachers about their daily instruction, lesson planning and assessment development that leads to improved student performance. PLCs are teacher-driven and have clear, developed processes and protocols.	5.1	
Protocols and processes for department meetings, grade-level team meetings, or other areas of responsibility are now fully implemented and followed with fidelity. Campus leaders continue to receive regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	1.1	
Teachers for STAAR tested courses are provided with high quality curricular materials that support the achievement of all students including: scope and sequence, unit plans, text resources and other instructional materials	4.1	
Our school's mission, vision, and values have become the norms for all activities that occur on campus . Our staff, students, and families can speak to our mission, vision, and values and	3.1	
Our campus hiring process employs multiple high-leverage processes for recruiting and hiring strong candidates who demonstrate content knowledge as well as an alignment to our	2.1	
Core Content Teachers will participate in high-quality PLCs lead by ALT and co-chaired by Core Content Department Chairs.	2.1	
Implementation Year 3 and beyond		
<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>		
Essential Action		
Continue to provide consistent meaningful feedback to teachers about their daily instruction, lesson planning and assessment development that leads to improved student performance.	5.1	
Protocols and processes for department meetings, grade-level team meetings, or other areas of responsibility continue to be fully implemented and followed with fidelity. Campus	1.1	
Our school's mission, vision, and values continue to be the norms for all activities that occur on campus . Our staff, students, and families can speak to our mission, vision, and values and	3.1	
The campus has processes in place to observe, monitor, and adjust our practices as they relate to Data Drive Instruction. We review student achievement data, teacher survey data, and	5.3	
Our campus partners with our district Human Resources department in meaningful ways to support the hiring and retention of highly effective teachers.	2.1	
Our campus partners with the curriculum development to ensure our curricular materials provided to our staff are high-quality, useful, and produce strong student outcomes.	4.1	
Budget and Financial Resources		
<i>Funds outlined in the budget table should include any supplemental costs required to implement the turnaround plan for 2 or more years.</i>		
Category	Amount	Description
Payroll	\$150,000	Campus-based Interventionist for Reading
Professional Development	\$ -	
Supplies and Materials	\$ -	
Other Operating Costs	\$ -	
Capital Outlay	\$ -	