

Campus Turnaround Plan

District Name: Antonio ISD	San	District Number: 015907	Campus Name: Longfellow Middle School	Campus Number: 050	Date of Board Approval: January 14, 2019		
Principal: Nancy Rodriguez	Mrs.	Superintendent: Pedro Martinez	DCSI: Courtney Gober	Dr.	PSP: Sylvia De La Pena	Dr.	ESF Facilitator: Ms. Shannon Allen

Other stakeholders involved in plan development: *(add rows as needed)*

<u>Name</u>	<u>Role</u>
Mrs. Nancy Rodriguez	Principal
Mr. Abel Martinez	Assistant Principal
Mrs. Linda Rios	Assistant Principal
Mrs. Helen Ramos	Assistant Principal
Paul Petri	Special Education Teacher
Lori Latiolais	ELA Teacher
Veronica Cantu	Math Teacher
Eliza Vela	Science Teacher
Adrian Reyna	Social Studies Teacher
Crystal Castillo	ESL Teacher
Jaime Fontenot	Instructional Coach
Fred Schwab	Instructional Coach
Courtney Gober, Ed.D.	District Personnel - Assistant Superintendent
Roberto Muñoz	District Personnel - Director of School Improvement
Gabriel Rosales	Parent Community Facilitator

Data Review and Gap Analysis

Performance Trends

Historically, applying the accountability methodology to the last 3 years of STAAR Data, the campus would be an IR Yr3 Campus. In 2016-2017, the campus saw a decrease in all content areas at the approaches and meets levels except for a slight gain in science. In 2017-2018, the campus saw slight gains in all content areas and all levels except for science. At the meets level, the highest percentage across three years is in reading at 26% in 2017-2018. The masters level remains relatively stable across three years with a high of 10% in reading and science in 2017-2018.

- 2018 PS- The all student group scored below the index target score of 60% (APPROACHES) in reading and writing. (57% in Reading; 39% in Writing)
- 2018 PS- The all student group scored below the index target score (APPROACHES) of 60% in Math, Science, and Social Studies (Currently 58%, 44% and 40%, respectively).
- 2017 PS- The all student group scored 8% below the index target score of 60% in reading
- 2017 PS- The all student group scored 4% below the index target score of 60% in math.
- 2017 PS- The campus scored 1 point below the target score of 26 on index.

Student Achievement				Progress Pt A: Growth				Progress Pt B: Rel. Perform.				Closing the Gap			
2016	2017	2018	2019 GOAL	2016	2017	2018	2019 GOAL	2016	2017	2018	2019 GOAL	2016	2017	2018	2019 GOAL
55	53	56	60	66	57	59	64	59	57	60	63	30	30	36	51

Overall Score				Rating			
2016	2017	2018	2019 GOAL	2016	2017	2018	2019 GOAL
55	49	53	60	IR	IR	IR	D

NOTE: 2016 and 2017 data does NOT reflect official ratings, but was recalculated using the new 2018 Domain Methodology.

Gap Analysis

Domain 1 Scale Score:	56	Domain 2 Scale Score:	60	Domain 3 Scale Score:	36																																																																																																																																																																
<p>Contributing Factors: Not enough students at the meet and masters level. Social Studies and Writing lag behind other content areas across all performance levels</p> <table border="1"> <thead> <tr> <th># Tested</th> <th>READING</th> <th>MATH</th> <th>SCIENCE</th> </tr> </thead> <tbody> <tr> <td># Approaches Grade Level</td> <td>735</td> <td>774</td> <td>256</td> </tr> <tr> <td>% Approaches Grade Level</td> <td>42%</td> <td>45%</td> <td>11%</td> </tr> <tr> <td># Meets Grade Level</td> <td>194</td> <td>177</td> <td>62</td> </tr> <tr> <td>% Meets Grade Level</td> <td>26%</td> <td>23%</td> <td>24%</td> </tr> <tr> <td># Masters Grade Level</td> <td>73</td> <td>71</td> <td>25</td> </tr> <tr> <td>% Masters Grade Level</td> <td>10%</td> <td>9%</td> <td>10%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>SOCIAL STUDIES</th> <th>WRITING</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>257</td> <td>267</td> <td>2,289</td> </tr> <tr> <td>105</td> <td>104</td> <td>1,197</td> </tr> <tr> <td>41%</td> <td>39%</td> <td>52</td> </tr> <tr> <td>32</td> <td>55</td> <td>520</td> </tr> <tr> <td>12%</td> <td>21%</td> <td>23</td> </tr> <tr> <td>17</td> <td>14</td> <td>200</td> </tr> <tr> <td>7%</td> <td>5%</td> <td>9</td> </tr> </tbody> </table>		# Tested	READING	MATH	SCIENCE	# Approaches Grade Level	735	774	256	% Approaches Grade Level	42%	45%	11%	# Meets Grade Level	194	177	62	% Meets Grade Level	26%	23%	24%	# Masters Grade Level	73	71	25	% Masters Grade Level	10%	9%	10%	SOCIAL STUDIES	WRITING	TOTAL	257	267	2,289	105	104	1,197	41%	39%	52	32	55	520	12%	21%	23	17	14	200	7%	5%	9	<p>Contributing Factors: Longfellow Middle School based on Relative Performance and the percentage of economically disadvantaged students met the Domain 2 Target. Success can be attributed to the number of students at the "approaches" performance level. Significant gaps exist, which prevent the campus from moving to a "C" rating.</p> <table border="1"> <thead> <tr> <th colspan="4"></th> <th colspan="4">Value needed for:</th> </tr> <tr> <th>% Econ Disadv</th> <th>% Econ Disadv Range</th> <th>Type of Campus</th> <th>STAAR Performance</th> <th>90</th> <th>80</th> <th>70</th> <th>60</th> </tr> </thead> <tbody> <tr> <td>91.7</td> <td>91.1 to 92</td> <td>Middle School</td> <td>28</td> <td>47</td> <td>37</td> <td>32</td> <td>28</td> </tr> </tbody> </table> <p style="text-align: center;">RELATIVE PERFORMANCE</p> <p>Student Achievement STAAR Raw Score = 28</p> <p>Campus % Economically Disadvantaged (Oct 2017) = 92</p>						Value needed for:				% Econ Disadv	% Econ Disadv Range	Type of Campus	STAAR Performance	90	80	70	60	91.7	91.1 to 92	Middle School	28	47	37	32	28	<p>Contributing Factors: Only 1 of 38 Targets met. The campus has the largest gap in Academic Growth, which represents 50% of the campus' Domain 3 score. As seen below, no student reportable group out of 14 met the state targets. The state goal for each student group was set based on the statewide average for the percentage of students in that group who gained a year academically during 2016–17.</p> <table border="1"> <thead> <tr> <th>GROUPS:</th> <th>All Students</th> <th>African American</th> <th>Hispanic</th> <th>White</th> <th>Eco Dis</th> <th>SPED Current</th> <th>SPED4 Former</th> <th>ELL +4 Yr Exit</th> <th>Contin. Enrolled</th> <th>Non Cont. Enrolled</th> <th>Total Met</th> <th>Total Eligible</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>ACADEMIC GROWTH (33.3%)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0</td> <td>14</td> <td>0.0</td> </tr> <tr> <td>Target - Reading</td> <td>66</td> <td>62</td> <td>65</td> <td>69</td> <td>64</td> <td>59</td> <td>65</td> <td>64</td> <td>66</td> <td>67</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>61</td> <td>0</td> <td>61</td> <td>0</td> <td>61</td> <td>52</td> <td>0</td> <td>62</td> <td>60</td> <td>62</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Target - Math</td> <td>71</td> <td>67</td> <td>69</td> <td>74</td> <td>68</td> <td>61</td> <td>70</td> <td>68</td> <td>71</td> <td>70</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td>60</td> <td>0</td> <td>60</td> <td>0</td> <td>60</td> <td>52</td> <td>0</td> <td>63</td> <td>62</td> <td>58</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		GROUPS:	All Students	African American	Hispanic	White	Eco Dis	SPED Current	SPED4 Former	ELL +4 Yr Exit	Contin. Enrolled	Non Cont. Enrolled	Total Met	Total Eligible	% Met	ACADEMIC GROWTH (33.3%)											0	14	0.0	Target - Reading	66	62	65	69	64	59	65	64	66	67				Reading	61	0	61	0	61	52	0	62	60	62				Target - Math	71	67	69	74	68	61	70	68	71	70				Math	60	0	60	0	60	52	0	63	62	58			
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[Continue to Section II Tab](#)

Effective Schools Framework Diagnostic Summary

1. Diagnostic Results	
<u>Foundational Essential Action</u>	<u>Diagnostic Score</u>
1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities	1
2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators	1
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	1
4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence	1
5.1 Objective-driven daily lesson plans with formative assessments	0
<u>Essential Action</u>	<u>Diagnostic Score</u>
5.3 Data Driven Instruction	1

2. Areas of Relative Strength: *What Foundational Essential Actions or other campus practices were identified as relative areas of strength from the diagnostic?*

Foundational Essential Action/Other Action or Practice	What contributed to your success in this area?	How will you sustain and improve upon this success over the next
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	Campus culture is student focused with clear expectations for student behavior and management. All staff clearly want to work for what is best for LMS students. Previous and current administration have done a great job of establishing a safe student centered culture.	1. Continue to engage all stakeholders in the continual refinement of the campus vision, and values. 2. Administrators continue to create campus practices and demonstrate high expectations and shared ownership for student success. 3. regular campus climate surveys to assess and measure progress on student and staff experiences.

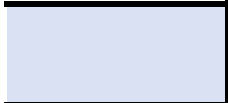
3. Prioritized Focus Areas for Improvement		Root Cause Analysis for Prioritized Focus Areas: For each Prioritized Focus Area identified above, what intervention team believe contributed to the lack of progress or success in prioritized areas for improvement? Any, other Essential Actions from the ESF are related to the root cause? Which barriers related to district that have contributed to the lack of progress or success?
Prioritized Focus Area	Foundational Essential Action	Root Cause(s)
1	1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities	The administration at LMS does not have systems, with clear roles and responsibilities, in place to monitor and provide feedback for teacher lesson plans or the PLC process.
2	5.1 Objective-driven daily lesson plans with formative assessments	Teachers at LMS did not see the value of lesson planning and looked at lesson planning as more of a compliance measure than an effective tool to ensure students are being properly instructed in state and district curriculum. Campus administration have systems in place to effectively monitor teacher lesson planning in a timely manner.
3	5.3 Data driven Instruction	LMS teachers and facilitators were not properly trained on how to run an effective PLC. Protocols exist but teachers (and facilitators) were not following protocols and were meeting as teams regularly without considering student data or how to differentiate instruction. Campus administration did not have systems in place to effectively monitor the PLC process.
Optional Additional Focus Area		

[Continue to Section 4](#)



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Examination of Alternatives

Districts and campus intervention teams should consider all possible turnaround strategies for schools that persistently struggle to deliver improved results for students. The appropriate turnaround strategy for a particular campus will depend upon analysis of school performance data, school performance trends, building utilization or enrollment trends, the success or failure of previous improvement efforts, and the local context. Below is a table describing the possible actions that districts could consider. Districts that select a School Action turnaround strategy can and should consider applying for grant funds from the TEA School Action Fund.

Turnaround Strategy Type	Turnaround Strategy	Description
School Improvement	Improve foundational practices at the campus	<ul style="list-style-type: none"> • Use the results of the Effective Schools Framework diagnostic and root cause analysis to improve ESF-related practices at the campus.
School Action	Create a new school	<ul style="list-style-type: none"> • Conduct a new school design process, ensuring that the plan for the new school addresses the levers of the ESF. • Launch a new district-managed school, with new school leadership, new staff, a new academic model, and a phase-in of grade levels. • Ensure that students in the current IR campus(es) are given priority in enrollment in the new school.
School Action	Create a new school, managed as a partnership	<ul style="list-style-type: none"> • Identify or develop a non-profit school management organization to partner with the district to develop a new school, ensuring that the levers of the ESF are addressed in the new schools. • Launch a new in-district charter school, managed by the partner organization, that includes new school leadership, new staff, a new academic model, and a phase-in of grade levels. • Ensure that students in the current IR campus(es) are given priority in enrollment in the new school.
School Action	Replicate a great school	<ul style="list-style-type: none"> • Identify an existing high performing district campus. • Support the campus leader to develop the capacity to replicate the successful campus. • Launch a second campus as an in-district charter school, managed by the originating principal. • Ensure that students in the current IR campus(es) are given priority in enrollment in the replicated school.
School Action	Restart a low-performing school, using a strategic staffing model	<ul style="list-style-type: none"> • Restart the existing campus with new school leadership and majority of new staff, providing incentives for the highest performing teachers in the district to work on the campus. • Implement a rigorous ESF-aligned school model.

School Action	Restart a low-performing school, managed as a partnership	<ul style="list-style-type: none"> • Identify or develop a non-profit school management organization to partner to manage the existing campus. • Authorize the partner organization as an in-district charter school.
School Action	Redesign a low-performing school	<ul style="list-style-type: none"> • Conduct a new school design process, ensuring that the plan for the new school addresses the levers of the ESF. • Launch a redesigned district-managed school with the existing campus staff, but with a new academic model.
School Action	Close a low-performing school	<ul style="list-style-type: none"> • Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new or replicated campuses.

Districts that select any of the School Action turnaround strategies should contact the TEA Division of System Support and Innovation at dssi@tea.texas.gov for additional information and support. Districts should plan to submit grant applications to the School Action Fund for campuses that meet eligibility criteria for resources to support such actions.

Rationale for the election of a school turnaround strategy

Which school turnaround strategy has the campus intervention team selected?

School Improvement	Improve foundational practices at the campus	<ul style="list-style-type: none"> • Use the results of the Effective Schools Framework diagnostic and root cause analysis to improve ESF-related practices at the campus.
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Describe why the campus intervention team selected this turnaround strategy.

Longfellow Middle School is returning to basic foundation-level best practices in the areas of lesson planning, conducting meaningful PLCs, and having administrators create systems to monitor these foundation-level practices. The campus is currently fine tuning a lesson plan template that will require teachers to write and submit weekly lesson plans that include: A learning objective, activities, Assessment, and Differentiated Instruction. The campus is also retraining staff on how to implement the PLC protocol model as defined by Bambrick-Santoyo's Leverage Leadership.

[If you have selected a School Improvement turnaround Strategy: continue to Section IV tab.](#)

[If you have selected a School Action turnaround strategy: continue to Section V tab.](#)

Effective Schools Framework-Aligned Turnaround Plan (School Improvement)

Complete the sections below only for the 2-3 Essential Actions that were prioritized in Section II.

Prioritized Focus Area 1

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Lever 1: Strong School Leadership and Planning

Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?

List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?

1.1 Campus instructional leaders have clear and transparent roles and responsibilities.

1. Campus principal with support of assistant superintendent will define roles, expectations and performance measurements for campus instructional leaders in relation to monitoring and providing feedback on lesson planning and PLCs. 2. The principal meets weekly with assistant superintendent to develop and evaluate the monitoring systems for teacher lesson planning and PLCs. 3. Principal will attend Crucial Conversations Training by May 2019. 4. Principal will develop online tools (Google Classroom) and templates for teachers to submit their lesson plans on a weekly basis. 5. Principal, with the assistance of her APs and Instructional Coaches will provide feedback to the lesson plans every week. 6. Principal will create the PLC protocol to be used at LMS and train all teachers and facilitators on how to effectively use the protocol. 7. Principal will create a tool (Google Forms) to monitor the production of every PLC. 8. Principal will create a schedule for administrators to attend as many PLCs as possible throughout the school year. 9. Campus principal will hold Assistant Principals accountable and provide coaching on how they should monitor and provide feedback for lesson plans and PLCs.

Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.

Longfellow Middle School has had three different principals in the past four years. This high principal turnover has left campus instructional leaders without clear roles or accountability in relation to monitoring lesson planning and PLCs. The current principal, Nancy Rodriguez, is savvy with the Google Classroom tools and is developing teacher-friendly lesson plan templates for the teachers to complete and submit electronically every Friday morning. The principal and her assistant principals have committed to monitoring and providing feedback on lesson plans on the weekends. The principal has met with the faculty and explained the importance of the fundamental practice of lesson planning, and the teachers are slowly beginning to understand its importance. Many teachers are now working in teams to complete lesson plans as a team (e.g. 6th Grade Reading or 7th Grade Science). The principal has also committed to retraining all teachers, department chairs, and instructional coaches on the PLC process. She developed a PLC protocol using a combination of Richard Dufours and Paul Bambrick-Santoyo's PLC strategies.

List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.

SAISD's Office of School Improvement will send trainers to retrain the staff on how to run an effective PLC. These trainers will continue to work with the teachers and model PLCs until each PLC is able to run an effective PLC independently. The Assistant Superintendent's Office will also assist in monitoring teacher lesson planning and provide resources for best lesson-plan practices and tools. District DCSI will have weekly check-ins to provide on-going coaching and support.

Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.

Describe how this other Essential Action relates to and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.

1.2 Focused plan development and regular monitoring of implementation and outcomes

The principal, with her admin team, will develop and implement a plan to require the submissions of weekly lesson plans from all teachers, due on Friday of each week, submitted through a Google Form. Using Google Forms allows the administrative team to: 1) quickly check for compliance and provide immediate feedback to the teachers/team of teachers on their lesson plans; 2) allows the principal to develop a PLC protocol for teams to use and require all PLCs to enter their meeting minutes; and 3) allows the principal to check for compliance and allows her to monitor the fidelity of the PLC process without physically being present at each PLC.

2.2 Build teacher capacity through observation and feedback cycles	All teachers at LMS will be evaluated using T-TESS and as such will receive a full 45-minute observation and a minimum of two 15-minute evaluative walk throughs. In addition to the TTESS observations, LMS uses "Instructional Snapshots," which allows campus/district leaders to complete a non-evaluative 5-7 minute walk-through to check for foundational instructional practices, such as: Objective posted, Objective alignment with TEK(s), Level of Student Engagement, Student Thinking Level (Blooms), and the type of Instructional Strategy and Assessment given that day. Teachers are provided immediate feedback once the information is entered into Google or a copy of the observation form is left with the teacher.						
3.2 Explicit behavioral expectations and management systems for students and staff	n/a						
3.3 Proactive and responsive student support services	n/a						
3.4 Involving families and community	n/a						
5.2 Effective classroom routines and instructional strategies	LMS is a recent grant winner of Verizon's Innovative Learning Systems (VILS) grant. This grant provides an IPAD for all students and teachers at LMS as well as a VILS Instructional Coach to help implement engaging and impactful learning activities for students. The VILS grant, in addition to providing training and a refresher to teachers on AVID and IB instructional strategies, allows the teachers to have plenty of instructional "Tools" to use in their "Teacher Toolbox." The principal utilizes her Instructional Coaches to ensure that all teachers are utilizing either VILS, AVID, and/or IB instructional strategies in the classroom daily. Instructional Coaches are members of the PLCs and offer innovative strategies as well as provide feedback and lesson planning support.						
5.3 Data-driven instruction	LMS teachers will meet once per week to review student data as a PLC. Teacher's will analyze and prepare lesson plans that align with state standards as well as student needs. TEKs will be measured via CBAs and other teacher created summative measures. These data along with MAP data will inform teachers' planning to better meet the needs of LMS students.						
5.4 RTI for students with learning gaps	n/a						
List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.							
SAISD will provide training to the LMS admin team and teachers in the following areas: 1. Implement PLCs to improve instruction. 2. Monitor and provide meaningful feedback on teacher lesson plans. 3. Build a master schedule that allows for common planning time. 4. Incorporate AVID strategies into the classroom. 5. Implement IB's MYP programme with fidelity. 6. Use IB's unit planners for lesson planning. 7. Implement IPAD technology with everyday student learning. These trainings will occur each year and will be monitored by the assistant superintendent.							
Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)							
LMS is working closely with our regional service center, ESC Region 20, to find the appropriate trainings and supports necessary to turn LMS around.							
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. 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.</i>							
Category	Amount			Description			
Payroll	0						
Professional Development	\$10,000			Training on Crucial Conversations, PLC process, Effective Teaching			
Supplies and Materials	\$5,000			Books and related materials for training noted above			
Other Operating Costs	5000			Travel related to training noted above			
Capital Outlay	0						
Implementation Plan for Prioritized Focus Area #1 <i>(This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.</i>							
Action (s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action(s)	Results for the Action(s)	Next steps (will result in additional action(s))
Meet with leadership team to create clear, specific roles and responsibilities for all campus leaders.	1-Aug-19	30-Sep-20	Current Roles and Responsibilities of campus leaders	CLT and Principal	Roles and Responsibilities for each Campus Leader		

Create a DDI calendar with all relevant PLC, leadership, and campus meetings.	1-Aug-19	30-Sep-20	All schedules and calendars of relevant campus activities	CLT and Principal	DDI Campus Calendar		
Establish performance expectations and goals that match job responsibilities for APs, counselors, and instructional coaches.	1-Aug-19	30-Sep-20	TPESS, Evaluation Documents, Campus Goals, TIP, TAP	Principal	Goals for all Campus Leaders		
Administrative team members create written protocols for department teams, and department chairs meet with their departments three days per week during collaboration periods to review student data and plan.	1-Aug-19	30-Sep-20	Current PLC protocols and department norms	CLT and Principal	Written PLC Protocols, Norms, and established PLC expectations		
Provide campus leaders with PD; include PD on DDI calendar.	1-Aug-19	30-Sep-20	PD Schedule	Principal	Principal Calendars PD for Campus Leaders		
Create a weekly newsletter for staff and parents.	1-Aug-19	30-Sep-20	SMORE	Principal	Weekly Newsletters		
Department chairs meet with their departments three times per week and implement the protocols for their teams/PLCs.	1-Oct-19	31-Dec-19	PLC Dedicated Rooms, PLC Protocols, Google Classroom	Department Chair, PLC Leaders	Completed PLC documentation in Google Classroom		
Campus leaders are provided at least 8 PD opportunities within the instructional day.	1-Oct-19	31-Dec-19	Calendar Time dedicated to PD; training materials as needed	Principal	Campus leaders to receive relevant job-embedded PD		
All campus leaders received job-embedded PD from principal and complete a survey on the effectiveness of the PD	1-Sep-19	30-May-20	Calendar Time dedicated to PD; training materials as needed	Principal	Positive Surveys indicating PD was meaningful and effective		
CLT evaluates the effectiveness of Campus Calendar and established protocols for PLCs, Lesson Plans, and CIAPs. Necessary adjustments are made for the next school year.	1-Mar-20	30-May-20	Calendars, Protocols, CIAPs, Lesson Plan Template	CLT and Principal	Modified Calendar, protocols, CIAPs and Lesson plan template		

Prioritized Focus Area 2

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

5.1 Objective-driven daily lesson plans with formative assessments

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Lever 5: Effective Instruction

Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?	List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?
5.1 All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments.	1. Create an online teacher-friendly lesson plan template for teachers to submit weekly lesson plans, which will include: Objectives, Activities, Differentiation, Assessments and an Exemplar. 2. Require administrators to monitor lesson plans and provide meaningful and helpful feedback as required. 3. Create a system to house exemplar lesson plans for future use with the necessary modifications as needed.

Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.

Longfellow Middle School has developed a culture of unmeasured methods of instruction. The root cause hindering improvement in this area are teacher's mindset about lesson planning and the lack on lesson plan monitoring from campus administration. Teachers have not been required to write engaging lesson plans. To turnaround this lack of a foundational practice will require the training of teachers on the effectiveness and purpose of Lesson Planning and use disciplinary action as appropriate with teacher's who continue to fail to write lesson plans. Currently, teachers see Lesson Planning not as a foundational best practice but as matter of administrative compliance. Creating tools that are teacher-friendly and available online will increase the fidelity of lesson planning as well as make it easier for administrators to monitor and provide feedback. The challenge will be to get teachers on board with this new mindset and refocus administrative priorities to allow the time necessary to monitor, provide feedback and observe classrooms to ensure implementation of the lesson plans.

List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.

SAISD will also assist in monitoring teacher lesson planning and provide resources for best lesson plan practices and tools. The assistant superintendent will meet with the principal weekly to ensure that lesson plans are being written by teachers and monitored by the administrative team.

Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.	Describe how this other Essential Action relates and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.
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1.2 Focused plan development and regular monitoring of implementation and outcomes	The principal and her team will develop and implement a plan to require the submission of weekly lesson plans from all teachers, due on Friday of each week through a Google Form. Using Google allows the administrative team to quickly check for compliance and provide immediate feedback to the teachers/team of teachers.
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2.2 Build teacher capacity through observation and feedback cycles	All teachers at LMS will be evaluated using T-TESS and as such will receive a full 45-minute observation and a minimum of two 15-minute evaluative walk throughs. In addition to the TTESS observations, LMS uses "Instructional Snapshots," which allows campus/district leaders to complete a non-evaluative 5-7 minute walk-through to check for foundational instructional practices, such as: Objective posted, Objective alignment with TEK(s), Level of Student Engagement, Student Thinking Level (Blooms), and the type of Instructional Strategy and Assessment given that day. Teachers are provided immediate feedback once the information is entered into Google or a copy of the observation form is left with the teacher.
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3.2 Explicit behavioral expectations and management systems for students and staff	n/a
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3.3 Proactive and responsive student support services	n/a
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3.4 Involving families and community	n/a
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5.2 Effective classroom routines and instructional strategies	LMS is a recent grant winner of Verizon's Innovative Learning Systems (VILS) grant. This grant provides an IPAD for all students and teachers at LMS as well as a VILS Instructional Coach to help implement engaging and impactful learning activities for students. The VILS grant, in addition to providing training and a refresher to teachers on AVID and IB instructional strategies, allows the teachers to have plenty of instructional "Tools" to use in their "Teacher Toolbox." The principal utilizes her Instructional Coaches to ensure that all teachers are utilizing either VILS, AVID, and/or IB instructional strategies in the classroom daily. Instructional Coaches are members of the PLCs and offer innovative strategies as well as provide feedback and lesson planning support.
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5.3 Data-driven instruction	n/a
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5.4 RTI for students with learning gaps	n/a
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List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.

SAISD will provide training to the LMS admin team and teachers in the following areas: 1. monitor and provide meaningful feedback on teacher lesson plans. 2. incorporate AVID strategies into your classroom. 3. implement IB's MYP programme with fidelity. 4. use IB's unit planners for lesson planning. 5. implement IPAD technology with everyday student learning. These trainings will occur every year and will be monitored by the assistant superintendent.

Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

LMS is working closely with our regional service center, ESC Region 20, to find the appropriate trainings and supports necessary to turn LMS around.

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	0	
Professional Development	0	
Supplies and Materials	0	
Other Operating Costs	0	

Capital Outlay	0
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Implementation Plan for Prioritized Focus Area #2 (This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan my not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.

Action (s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action(s)	Results for the Action(s)	Next steps (will result in additional action(s))
Train teachers on Longfellow's Lesson Plan Template	1-Aug-19	1-Sep-19	Google Classroom	Principal	Teachers understand and are able to access and design lesson plans		
Teachers turn in weekly lesson plans to LMS Google Classroom by Friday at 8am that include; TEKS aligned objective, lesson/activities, differentiation, formative assessment with exemplar response, and time allotments.	1-Sep-19	30-May-20	Lesson Plan Template; Google Classroom	Teachers	Completed Lesson Plans from Teachers		
Campus team leaders will review and provide feedback on submitted lesson plans focusing on a specific targeted component within 48 hours. Teachers that do not submit lesson plans will be addressed by their appraiser.	1-Sep-19	30-May-20	Google Classroom	Campus Administration	Targeted Feedback on Lesson Plans		
Teachers will submit a completed weekly lesson plan and implement lesson plan with fidelity.	1-Sep-19	30-May-20	Google Classroom	Teachers	Completed Lesson Plans that are implemented with fidelity		
Lesson plans will be continue to be evaluated by the Administrative team with feedback provided on both the quality of the lesson plan and the implementation of the lesson plan.	1-Nov-19	30-May-20	Google Classroom	Campus Administration	Targeted Feedback on Lesson Plans and implementation		
Teachers submit weekly lesson plan and have at least 4 comprehensive IB Unit Planners completed.	1-Sep-19	30-May-20	Google Classroom	Teachers	Lesson Plans that are aligned to IB UNIT Planners		
Lesson Plans are being implemented with fidelity and evidence of teachers being in an IB Unit Planner is observed in all classrooms via admin walkthroughs	7-Jan-20	30-May-20	Google Classroom	Campus Administration	Observable alignment between lesson plans and IB UNIT Planners		

Prioritized Focus Area 3

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

5.3 Data driven Instruction

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Lever 5: Effective Instruction

Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?	List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?
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5.3 PLCs use protocols to analyze student outcomes, student data, and student work.	1. Retrain teachers on the established PLC protocol that matches DDI as defined by Paul Bambrick-Santoyo's Leverage Leadership. 2. Create an online teacher-friendly PLC template for PLCs to use and enter their minutes and action plans. 3. Require administrators to monitor, attend, and provide feedback to PLCs
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Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.	
Longfellow Middle School has developed a culture of teachers working as silos and not collaboratively as teams. Teachers have not been properly trained nor required to routinely work in PLCs to study data, create engaging lessons, determine appropriate assessments, or to differentiate instruction. To turnaround the campus culture to accept PLCs as an integral and strategic instructional tool, the teachers will require retraining on the effectiveness and purpose of Professional Learning Communities and the staff provided with a clear PLC protocol. Currently, teachers see PLCs as a waste of time and not much value to them as an individual teacher. There is a clear lack of knowledge by all staff members as to what constitutes a PLC. Many campus department chairs thought that every meeting, department meeting, staff meetings, grade team meetings, all were considered PLCs. A complete retraining and retooling will need to occur at LMS to ensure PLCs are implemented with fidelity.	
List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.	
SAISD's Office of School Improvement will oversee the retraining and retooling of LMS PLC process. Professionals from this office will retrain campus staff and work with the principal to create a teacher friendly, online protocol and template to keep PLC minutes and allow the principal and admin team to monitor the progress of all campus PLCs. The Office of Innovation will also facilitate PLCs on campus and model the correct norms and PLC procedures for each teacher team. Once it is determined that all staff are more confident and competent in the PLC process, SAISD will gradually allow the campus to regain leadership of their PLCs.	
Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.	Describe how this other Essential Action relates and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.
1.2 Focused plan development and regular monitoring of implementation and outcomes	The principal will also develop a PLC protocol for teams to use and require all PLCs to enter their meeting minutes on a Google Form. This, again, allows the principal to check for compliance and allows her to monitor the fidelity of the PLC process without physically being present at each PLC.
2.2 Build teacher capacity through observation and feedback cycles	n/a
3.2 Explicit behavioral expectations and management systems for students and staff	n/a
3.3 Proactive and responsive student support services	n/a
3.4 Involving families and community	n/a
5.2 Effective classroom routines and instructional strategies	LMS is a recent grant winner of Verizon's Innovative Learning Systems (VILS) grant. This grant provides an IPAD for all students and teachers at LMS as well as a VILS Instructional Coach to help implement engaging and impactful learning activities for students. The VILS grant, in addition to providing training and a refresher to teachers on AVID and IB instructional strategies, allows the teachers to have plenty of instructional "Tools" to use in their "Teacher Toolbox." The principal utilizes her Instructional Coaches to ensure that all teachers are utilizing either VILS, AVID, and/or IB instructional strategies in the classroom daily. Instructional Coaches are members of the PLCs and offer innovative strategies as well as provide feedback and lesson planning support.
5.3 Data-driven instruction	LMS teachers will meet once per week to review student data as a PLC. Teachers will analyze and prepare lesson plans that align state standards as well as student need. TEKs will be measured via CBAs and other teacher created summative measures. This data along with MAP data will inform teachers' planning to better meet the needs of LMS students.
5.4 RTI for students with learning gaps	n/a
List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.	
SAISD will provide training to the LMS admin team and teachers in the following areas on how to: 1. implement PLCs to improve instruction. 2. build a master schedule that allows for common planning time. These trainings will occur every year and will be monitored by the assistant superintendent.	
Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)	
LMS is working closely with our regional service center, ESC Region 20, to find the appropriate trainings and supports necessary to turn LMS around.	
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	0	
Professional Development	0	
Supplies and Materials	0	
Other Operating Costs	0	
Capital Outlay	0	

Implementation Plan for Prioritized Focus Area #3 (This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.

Action(s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action(s)	Results for the Action(s)	Next steps (will result in additional action(s))
Train teachers on effective PLCs and how to use data to inform instruction	1-Aug-19	1-Sep-19	PLC Training Materials; Sample Student Data and Google Classroom	Principal	All teachers and campus leaders trained on PLCs		
Create a DDI calendar and establish PLC rooms with a data online spreadsheet / data binder for every core content classroom.	1-Aug-19	1-Sep-19	Campus Map, Student Data, Google Classroom, Binders	Principal and CLT	DDI Campus Calendar, Data Tracker in Google, and Data Binders for Teachers		
Create a campus wide protocol for PLC with expectations and norms.	1-Aug-19	1-Sep-19	PLC Protocols	Principal and CLT	PLC Protocol, norms and expectations		
Develop a Corrective Instruction Action Plan, including identified gaps and dates for reteach, specific students to be addressed, method of assessment.	14-Oct-19	15-Nov-19	Sample CIAPs	PLCs	1st 9 Weeks CIAP		
Math (6th, 7th, 8th grade), Reading (6th, 7th, 8th grade), Science (8th grade) and Social Studies (8th grade) will develop and implement 2 CIAPs.	6-Jan-20	11-Feb-20	CIAP Template	PLCs	2nd 9 Weeks CIAP		
Core content departments will facilitate quality PLCs with minimal input from administrators.	1-Sep-19	30-May-20	Google Classroom	PLCs	Effective PLCs as documented in Google Classroom and observed by admin		
Using Unit Assessments/Benchmarks results, create 3 CIAPs for each Math (6th, 7th, 8th grade), Reading (6th, 7th, 8th grade), Science (8th grade), and Social Studies (8th grade) will be developed and implemented by teachers.	30-Mar-20	15-Apr-20	CIAP Template	PLCs	3rd 9 Weeks CIAP		
PLCs are successful in using data to drive instruction and are facilitated by teacher-leaders	7-Jan-20	30-May-20	Google Classroom	PLCs	PLCs completely facilitated by teachers with little to no assistance from admin		

Optional Additional Focus Area (only complete this section if the campus will focus on an additional area not captured in the ESF)

Describe what the campus will focus on and the overall approach to improving in this area.

School Action Turnaround Plan

If the campus is completing a grant application for the TEA School Action Fund, the information included in this section must align with the activities included in the grant.

Which School Action will the district/campus take?

If you selected a new school managed by a partner organization or a restart managed by a partner organization, describe how you have or will select and authorize the partner organization.

If you selected a replicated school, explain how and why you selected the originating campus to be replicated.

If you selected a redesign of an existing campus, explain how you selected a redesign partner (organization that will support the redesign of the campus). *Note that if you apply to the School Action Fund may match you with a school redesign partner.*

How will you ensure that the campus (whether new, replicated, restarted, or redesigned) effectively addresses the levers of the Effective Schools Framework?

List the major milestone, by month, for the activities necessary to plan and execute the school action.

What staffing actions will the campus or district take as a result of the school action?

Student Outcome Tracking: Describe how the campus and district will track student outcomes on the campus throughout implementation of the turnaround plan (including what data will be collected when). If applicable, how will the district track and improve the outcomes for students that are moved to another campus within the district?

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 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		
Professional Development		
Supplies and Materials		
Other Operating Costs		
Capital Outlay		



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