Campus Turnaround Plan

District Name:	San Antonio ISD	County-District Number (CDN):	15907
Campus Name:	Storm Elementary	Campus Number:	169
Grades Served:	PK-5th	Date of Board Approval:	10-Apr-17
Consecutive School Years Rated Academically Unacceptable/Improvement Required:			2nd Year IR

Professionals Responsible for Campus Turnaround Plan Development:	
Name:	**Role:**
Claudia Ramos-Coto	Principal
Cynthia Polanco	Assistant Principal
Belinda De Luna	Reading Implementation Specialist
Veronica Loera, Erika Arrieta	1st grade teacher, 2nd grade teacher
Christian Delgado, Jessica Nieto, Blanca Quezada	3rd grade teacher, 4th grade teacher, 5th grade teacher
Dr. Joanelda De Leon	DCSI
Liz Melson	PSP

Please complete the following information for all members of the campus administrative team (including principal, principal's supervisor, assistant principals, any campus-embedded instructional coaches, and any other administrative staff responsible for the implementation of the plan presented here.

Name:	Current Role:	Years in current role:	Last 3 roles:	Area(s) of work expertise: (do not include degrees earned)
Claudia Ramos-Coto	Principal	4	Principal, Administrative Assistant Principal, Curriculum Implementation Balanced Literacy Implementation Specialist	Leadership, Bilingual Education, DDI Trained
Cynthia Polanco	Assistant Principal	2		Leadership, Curriculum
Belinda De Luna	Implementation Specialist	1		Reading, Coaching

Turnaround Plan Attestation Statements	
☑	By checking the box, we attest that if a new principal is hired on the campus prior to or during the implementation of the turnaround plan, the district must notify the agency immediately and ensure that the new principal will implement the commissioner approved plan.
☑	By checking the box, we attest assistance was requested from parents and community members in developing the campus turnaround plan, per Texas Education Code (TEC) 39.107(a-2)(2). In addition, the request and input have been recorded and are available upon request.
☑	By checking the box, we attest the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of trustees, per TEC 39.107(b). **The comments must be submitted in the ISAM portal.**

	By checking the box, the superintendent and board of trustees attest this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward. The district confirms its commitment to support the school in the successful implementation of this plan.
☑	

Historical Narrative (Optional Response)

During the 2014-2015 school year 7 new teachers were hired at Storm. Many of the teachers that left communicated concerns with the lack of teacher support in handling behavior problems. During the 2015-2016 school year 13 new teachers were hired at Storm. For the 2016-2017 school year, only 2 new teacher was added to the faculty. 2012-2013: STAAR was introduced. Since 2013 and the first year of STAAR assessments, Storm struggled to meet target in Index 1 by 2-3 points. With additional expectations with higher targets at Index 1, starting in 2015, Storm has not been able to meet Index 1 . Other variables such as mobility, housing, loss of Dual Language Program and school boundary changes have impacted instructional conherence. The mobility rate has increased over the years. 2014: 20% 2015: 26% 2016: 28% The housing in the area has changed substantially. The housing unit behind Storm Elementary was demonished in 2013. In 2014, San Juan Garden I, II, III were opened (2,800 units). Most of the families in these units are receiving subsidized housing and have been displaced from other untis. The Dual Language Program lost its status in 2013. Due to nearby school closures starting in 2015, students were reassigned to new home campuses. As performance began to decline, Storm entered a two-year partnership with the University of Virginia for the 2015-2016 school year. That same year, an entire new administrative team was put into place. A restructuring plan was in place to include the hiring of 13 new teachers. Out of the 13 teachers hired, all were in their 1st or 2nd year of teaching.

Needs Summary and Turnaround Plan

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

One of the significant problems the school has been struggling with is the performance in Mathematics, Reading, Writing and Science across all grade levels. Many students at Storm have a 2-3 year instructional gap. With this deficit, the need is going to require the teachers to have clear vertical alignment and instructional strategies to target instruction. The majority of teachers at Storm are new to the campus and in their 1st or 2nd year developing as teachers. Teachers are still building capacity and understanding the use of the Gradual Release of Responsibility framework in all subject areas. Teachers lack clarity of how to address instrucitonal gaps and understand the depth of knowledge and complexity of teaching standards which affect all student groups. Teacher coherence and common language is not consistent across all grade levels. Teachers are beginning to embrace the Professional Learning Communities (PLC) while still developing the process of data analysis and next steps in planning.

Turnaround Initiative: *Describe your systemic approach for turning around the campus.*	**Impacted Critical Success Factors (CSFs):**
Storm Elementary is committed to creating an instructional plan focused on improving all core content areas. This plan will require consistency across all grade levels and common expectaions. The systemic approach involves the implementation of PLCs, required professional development, required process for data analysis and working with core content Implementation Specialist. The role of the core content Implementaiton Specialist will revolve around supporing Tier I instruction, planning with Pre-K thru 5th grade teachers during PLC, reviewing data every 3 to 6 weeks, modeling teaching and providing embedded professional development. A specific model for PLC will be used to support data driven instruction as presented by Paul Bambrick-Santoyo at UVA. This systemic	☑ CSF 1 - Academic Performance (Curriculum & Instruction)
	☑ CSF 2 - Quality Data to Drive Instruction
	☐ CSF 3 - Leadership Effectiveness
	☐ CSF 4 - Increased Learning Time
	☑ CSF 5 - Family/Community Engagement
	☐ CSF 6 - School Climate
	☑ CSF 7 - Teacher Quality

Outcome: *Describe how the turnaround initiative will resolve the identified systemic root cause.*

Teachers will meet with their appropriate PLC once a week for 90 minutes. Teachers will be trained in systems to suppport a shift toward a Data Driven Mindset and use PLC protocols and engage in professional development to learn effective PLC practices. A process for data analysis will be used consistently across all grade levels. As teachers are learning through professional development, data analysis, PLC's and working with core content Implementation Specialist they will improve and implement the needed strategies to suppport and enhance student achievement. Specific dates for professional development to address the Gradual Release of Responsibility Model, Depth of Knowledge, FIT Teaching, Sheltered Instruction Observation Protocol Model (SIOP), and other related staff needs that support the growth of novice teachers as well as common assessments along with data driven instructional strategies will be scheduled and monitored by Administration and the Campus Leadership Team. In an effort to engage stronger parental support, teachers will hold monthly parent sessions to share instructional practices on how to make connections to suppport the learning at home.

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

Committees have been established and put into place to ensure fidelity to this initiative. The Campus Leadership Team (CLT) will collaborate and lead the specific details to this initiative. This committee will review roles and responsibilities of key staff to ensure common practices with this initiative are in place. Process and protocols will be in place such as PLC Agenda, sign-in sheets, artifacts of student work samples (exemplars), calendarize specific weeks to review specific data from all core ccontent areas. Committees will be established to support events in core content subject areas, attendance and parent partnerships. Administrative team and District level support will monitor campus progress. Structure and accountability will come through during weekly PLC and monthly CLT meetings. A Data Driven Mindset will be supported through the use of a TEKS Data Tracker. This tool will help Pre-K thru 5th teachers articulate their data and have collaborate conversations surrounding instructional strategies to support student achievement.

Communications: *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

To communicate a shared vision, our campus has developed practices that will create a community where student achievement is a priority.
All members of the campus will utilize every opportunity to communicate our vision to every stakeholder using electronic communication, campus website, campus marquee, home visits, parent night/parent meetings, and other events centered around student achievement. To promote a culture of data driven instruction, teachers will hold monthly parent sessions to share instructional practices on how to make connections to facilitate the learning at home. A schoolwide student news broadcasting center will be created to support our communication efforts. An LCD screen will be placed in the main entrance of the school and will be utilized to show messages surrounding our turnaround initiatives to our stakeholders, parents, staff and students. Any new staff hired over the summer or throughout the school year, will be oriented with the Turnaround Plan. Written communication will be provided for all staff and a Google calendar will be shared will all staff. The Parent Family Liaison and Parent Teacher Association will work collaboratively with CLT to establish events that will keep parents informed. The Principal, Assistant Principal and Counselor will hold monthly sessions with parents, community members and other stackholders throughout the school year and keep them informed of our Turnaround Initiatives and progress.

Organizational Structure: *How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of the turnaround initiative?*

To eliminate barriers, the CLT will establish clear and timely communication, set goals that are measurable and time specific and establish a collaborative culture that will provide input to create a shared vision of expectations. The Campus Leadership Team will meet once a month to review progress of turnaround initiatives. In addition, the Principal and/or members of the administrative team will lead the weekly PLC that will include collaborative conversation surrounding data, determining if students are learning, what students are expected to learn, and what action will take place if they already know what is expected to be learned. PLC sign-in sheets and minutes will be collected for every grade level to ensure consistency in the implementation of the turnaround plan. Learning walks and observations will be conducted by the administrative team, Implementation Specialist and District Support Staff to ensure that best practices learned through professional development are being implemented. Implementation Specialists for core content areas will provide support in the area of instructional strategies for teachers to remediate standards that students have not shown growth in and/or mastered. Core content Implementation Specialists will meet regularly with the principal to ensure professional development is on target and scheduled. An administrative calendar will be created to schedule weekly learning walks/observations for all teachers that will allow for two-way conversations surrounding feedback. The adminsitrative team is composed of the Principal, Assistant Principal and Implementation Specialists for all core content areas. Weekly administrative meetings will be scheduled to discuss

Capacity and Resources: *Describe the staff that are required to implement the plan. (Specify any new full time employees as a result of the initiative. Describe how personnel resources are different from the previous school year.)*

The following are staff that are required to implement the plan: Principal, Assistant Principal, Counselor, Core Content Implementation Specialists (Reading & Math) and 4 Master Teachers in grades Kinder, 1st, 2nd and 3rd) and teachers allocated at each grade level. Core content Implementation Specialists will be in place to support Tier I instruction, provide consistent professional development and oversee the vertical alignment of core instruction at Storm Elementary. The core content Implementation Specialist will support the PLC for coherence, professional development needs of our teachers, conduct classroom learning walks with reflective feedback and provide classroom modeling for teachers as needed. The PLCs will continue to meet in the data room and resources will be provided to create efficiency in the data collection process.   A budget will be established to provide professional development to include the University of Texas Institute for Public School Initiatives (IPSI) and Region 20. Parent Sessions will scheduled monthly to support parental engagement. An LCD Wall Monitor will be purchased to communicate information regarding this initiative to all stakeholders.

Category	Amount	Description
Payroll	$140,000.00	Implementation specialist for Reading and Math to be housed at the campus. The Implementation Specialists will provide support in the area of instructional strategies to address standards that students have not shown growth in and/or
Professional Development	$50,100.00	educator Service Center Professional Developmment sessions to support instructional planning every 9 weeks. $300/teacher per session = 27,600.00. University of Texas - Literacy Training. 15 days @ $1,500.00 = $22,500.00.
Supplies and Materials	$19,200.00	A poster maker will be purchased to enhance Tier I instructional activities, student exemplars, to promote transparency of Data Driven Culture and to post schoolwide information for all stakeholders to see as they enter our campus. Six Chrome
Other Operating Cost	$4,000.00	Parent Engagement Activities - activities to support all content areas will be scheduled throughout the school year (Literacy Night, STAAR Night, Academic Acknowledgement Activities, Parent Conference/Report Card activities.
Capital Outlay		

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

<Enter Text>

Turnaround Initiative: *Describe your systemic approach for turning around the campus.*

<Enter Text>

Impacted Critical Success Factors (CSFs):

- ☐ CSF 1 - Academic Performance (Curriculum & Instruction)
- ☐ CSF 2 - Quality Data to Drive Instruction
- ☐ CSF 3 - Leadership Effectiveness
- ☐ CSF 4 - Increased Learning Time
- ☐ CSF 5 - Family/Community Engagement
- ☐ CSF 6 - School Climate
- ☐ CSF 7 - Teacher Quality

Outcome: *Describe how the turnaround initiative will resolve the identified systemic root cause.*

<Enter Text>

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

<Enter Text>

Communications: *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

<Enter Text>

Organizational Structure: *How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of the turnaround initiative?*

<Enter Text>

Capacity and Resources: *Describe the staff that are required to implement the plan. (Specify any new full time employees as a result of the initiative. Describe how personnel resources are different from the previous school year.)*

<Enter Text>

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

Category	Amount	Description
Payroll		
Professional Development		
Supplies and Materials		
Other Operating Cost		
Capital Outlay		