

# Campus Turnaround Plan

## Campus Information

District Name:	Superintendent:	DCSI:	Board President:
Arlington ISD	Dr. Marcelo Cavazos	Dr. Kristina Turner	Ms. Kecia Mays
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Short Elementary School	220901123	Ms. Katina Martinez	Dr. Theodore Jarchow
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-20	May 1, 2019	Meredith Perry	

## 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.

<b>1.1 Develop campus instructional leaders with clear roles and responsibilities.</b>	<b>Current Implementation: Summary</b>	
	Implementation Level At Diagnostic	Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings). Performance expectations are clear, written, measurable, and match the job responsibilities. Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. On Friday of each week, the ILT meets to 1) conduct calibration walkthroughs across the campus 2) identify trends 3) develop solutions/strategies to respond to the instructional trends observed and 4) review lesson plans and provide feedback for targeted grade levels. Professional development is ongoing and observation/feedback cycles occur for teachers by the administrators as well as instructional coaches. There is evidence that the ILT members are building their capacity to spend time on instructional matters.
	<b>Planning for Implementation</b>	
	Prioritized Focus Area from ESF Diagnostic?	
	<b>No</b>	
	<b>Full Implementation: Vision</b>	
The vision that we have for our campus instructional team is to have clear delineated roles and responsibilities within our ILT team. There will be a flow chart created where each person can access it if he or she is unclear of the expectations that have been delineated out. All teachers will have been tiered into Tier I, Tier II, and Tier III based on the level of support needed. A tracker will be created that clearly delineates the level of support that each teacher will be provided. The tracker then needs to include which ILT member is assigned to which teacher to provide coaching and feedback sessions. The chart would also include which administrator will be the assigned evaluator for each teacher. The ILT would input data into a shared Google sheet to document the frequency of coaching and feedback sessions that have occurred and what lever was addressed during each session. Members of the ILT would prioritize their weekly calendars in such a way that teachers receive ongoing feedback that is bite size in nature. As far as the DDI model is concerned, each ILT member would decide on the subject levels that they would be responsible for planning in each DDI session. Our ILT meetings would occur every week and calibration instructional walks would occur in conjunction with the ILT meetings. Following observation of the instructional program, the ILT would engage in a debrief session followed by a standing agenda item: lesson plan feedback. Additionally, time would be dedicated during the weekly ILT meeting for job-embedded leadership training to be provided. ILT members would also attend all other meetings related to student progress, student interventions, etc. This would include RTI meetings, SST meetings, 504 meetings, ARD meetings, and LPAC meetings. Processes for using a weekly, shared calendar system would support the leadership team in prioritizing their time on instructional related matters.		

**Current Implementation: Summary**

Implementation Level At Diagnostic

**Planning for Implementation**

Prioritized Focus Area from ESF Diagnostic?

**No**

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates including local universities and alternative certification program offices. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. Teacher placements are strategically based on student need and teacher strengths. For the current year, the principal made adjustments to ensure that data was reviewed and student achievement outcomes factored in to the current teacher assignments/reassignments. Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics. Preferred substitutes are recruited and retained for the campus.

**Full Implementation: Vision**

Our vision for recruiting, selecting, assigning, inducting, and retaining a full staff of highly qualified educators would center on positive recognition, consistency in the hiring process, effective levels of instructional support, providing high-quality professional development, and instituting a highly-structured mentoring system. Our campus would not have to follow district hiring processes as far as being required to take surplus teachers so that we can hire the highest quality teachers for the campus. All teachers at our campus would be offered extra duty pay to participate in campus planning days prior to the beginning of the school year. During the hiring process, the campus would have some specific processes to screen applicants before bringing applicants in for interviews at the campus-level. The campus would have clearly delineated hiring committees. In these committees, there will have been calibration discussions in advance of interviews onsite to identify what we will be looking for in a qualified candidate. Campus interview questions will be crafted in advance to begin the hiring process. All questions will be specific to the position that we are hiring for and be focused on the AISD Leadership Definition so that candidates that display qualities aligned with that definition can be identified and possibly recommended for positions. Once we get teachers hired, our campus would implement a targeted campus mentoring program with a comprehensive support system to meet the individualized needs of each new teacher (even if the teacher is not new to the teaching profession). There will be a formal recognition system in place at the campus for peers as well as administrators to recognize teachers and staff for all their hard work. Professional development for teachers would be job-embedded and based on input from teacher surveys, as well as an analysis of student data to inform administrators' planning. Within each PD session, teachers will be made aware of the expectations for implementation of the content introduced and administrators will ensure implementation support is provided through coaching and ongoing observation/feedback cycles. At the end of the year, the ILT will analyze all the systems in place to ensure that teachers have a clear understanding of all instructional expectations. If there are some systems that are not in place and needed, then we will work collaboratively to create those systems.

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

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

**Current Implementation: Summary**

Implementation Level At Diagnostic

**Beginning Implementation**

Prioritized Focus Area from ESF Diagnostic?

**No**

Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. Yearly campus climate surveys assess and measure progress on student and staff experiences. Qualitatively speaking, teachers express an understanding of the 'why' behind the work that they are doing at the campus to improve student achievement. There is ongoing support provided to teachers to improve their practices as it relates to high expectations across the campus (academically and behaviorally).

**Full Implementation: Vision**

In working toward creating a compelling and aligned vision, mission, goals, and values at Short Elementary focused on a safe environment and high expectations, our vision would focus around revisiting the current pieces in place to ensure that they still meet the varied needs of our student populations. Teachers and staff would be involved in revisiting the mission, vision, and core values. By working collaboratively to craft these critical components for our campus, all educators on staff would all agree on and be able to articulate the mission and values for Short Elementary School. Evidence of high expectations for all learners we serve would be evident campus-wide. Communication towards learners would include asset based language. The campus would have artifacts in common areas as well as classrooms that highlight the high expectations for our learners.

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

**Current Implementation: Summary**

Implementation Level At Diagnostic

Curricular resources are aligned to the TEKS, including a scope and sequence, units, and formative assessments aligned to state assessments for all tested subject and grade areas, and grades PK-2nd mathematics and reading. Our district assessment calendar includes formative assessments aligned to state standards and the appropriate level of rigor which are administered at least three times per year. Time for corrective instruction is built into the scope and sequence and our instructional day includes time for Intervention/Enrichment for our learners. Instructional materials, developed by our district's C&I department include key ideas, learning targets, essential questions, and recommended materials. The Intervention/Enrichment block for the campus is providing teachers with an opportunity to support learners according to their specific needs. There is evidence of differentiation that occurs due to the use of choice boards at the campus.

**Planning for Implementation**

Prioritized Focus Area from ESF Diagnostic?

No

**Full Implementation: Vision**

Our vision for our campus is to ensure that all curriculum and assessments that the district provided are aligned to grade level/subject level TEKS. We would also have a year-long scope and sequence that appropriately addresses the needs of our students based on the most current student data. We would want our district to provide us access to a curriculum where there is consistency across all subjects. The district would also provide campuses with a multiple tier screener in reading and math to identify students' ability and needs. Teachers would have a wide range of resources to plan effective instruction and behavior support for all students. Technology equipment for teachers and students would be refreshed with newer equipment since technology is a huge venue for teachers to instruct students and provide that differentiation that is needed. Professional development would be provided to teachers to support the integration of the technology resources into their classroom to further enhance/differentiate instruction for all learners. Common assessments for learning would be utilized across campus/content areas. Additionally, instructional materials for each content area would be used with a high degree of fidelity.

**Current Implementation: Summary**

Implementation Level At Diagnostic

**Planning for Implementation**

Prioritized Focus Area from ESF Diagnostic?

**Yes**

All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. Due to the number of teachers assigned to each grade level, as well as the high level of content expertise among members of the ILT, teachers routinely receive feedback that yields a noticeable improvement of Tier 1 instruction.

**Full Implementation: Vision**

Our vision to develop and improve our daily lesson plans for all teachers would be to have every lesson to be based on the learning objectives specific to the TEK. The campus would have a clear system of what day and time lesson plans are due in grade level Google folders. Teachers would be expected to then print out those lesson plans and place them in plastic bins outside of their classrooms on a specific day and time. A program would be used for teachers to enter in their lesson plans. Templates could be individualized but the program would be a consistent one. The ILT would analyze campus data to review and possibly modify the essential lesson plan components that need to be included in all lesson plans. They would then modify the lesson plan feedback form based on the areas that they identify. The ILT would then engage in a collaborative lesson plan feedback session to analyze lesson plans and complete a Google lesson plan feedback form for each teacher to be given to them the day of the feedback session. Teachers would be provided information by the appropriate campus personnel in regards to their 504 and SPED students for them to document in their lesson plans. The district would provide teachers with consistent curriculum and instructional materials and documents to craft effective lesson plans while also providing rigorous, appropriate, and comprehensive assessments to administer to students in order to yield accurate data. Teachers would receive support from the Instructional Coaches to plan side by side for effective Tier 1 instruction. Teachers would receive ongoing feedback (bite-sized) from the ICs to make necessary shifts or adjustments to their plans in the highest leverage area that would improve instruction while also meeting the teachers' individual needs.

5.1 Objective-driven daily lesson plans with formative assessments.

<b>5.3 Data-driven instruction.</b>	<b><u>Current Implementation: Summary</u></b>	
	<b>Implementation Level At Diagnostic</b>	Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. At our campus, teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Weekly PLC meetings (one week it is in grade level PLCs during their planning times and the next week they meet in vertical PLCs where coverage is provided in their classrooms) are held so that teachers are able to not only plan for effective and aligned tier 1 instruction with a rigorous assessment of student learning, but to also ensure their constantly reviewing student progress toward measurable goals. Data tracking systems are in place at our campus and progress measures for students are consistently reviewed to determine how to intervene/accelerate. Teachers are provided with ongoing support at our campus by the members of the ILT in a 1:1 format to ensure there is clarity around the know/show process as well as the accurate definition of mastery as it relates to the teacher exemplar.
	<b>Planning for Implementation</b>	
	<b>Prioritized Focus Area from ESF Diagnostic?</b>	
	<b>Yes</b>	
	<b><u>Full Implementation: Vision</u></b>	
Our vision is to fully implement Data-Driven instruction on our campus. To fully implement the vision, our teachers need to be trained in all components of the DDI protocol. The master schedule needs to be crafted so teachers have designed time to go through the DDI process. Our campus would implement a two part DDI process where the first portion of the process would be completed collaboratively in vertical PLCs. Teachers would then leave vertical PLCs with a clear explanation of what needs to be completed and then brought to grade level PLCs to complete the DDI process. Along with teaching and supporting teachers through the DDI process, we would also need to train teachers on aggressive monitoring. This would help teachers interject aggressive monitoring as they build in assessments after that reteach portion of DDI. As teachers become more comfortable with the DDI process, then the ILT would gradually release the process to teachers so that they do all of the pre-work prior to coming to one session of PLCs. Throughout the process, implementation support in the form of coaching would be offered to teachers by members of the ILT. Weekly calendars for all members of the ILT would show evidence of effective monitoring of the academic program and coaching and support of teachers that directly aligns to current data trends for our campus.		