

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:
Speer Elementary School	220901112	Ms. Selina Elizondo	Dr. Theodore Jarchow
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-20	October 15, 2019	Kathy Ferrell	

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.	X
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	
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).	
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	

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.

Current Implementation: Summary

<p>Implementation Level At Diagnostic</p>	<p>Campus instructional leaders have clear roles and responsibilities, and core leadership tasks appear on weekly calendars. Every Thursday (and some Fridays) the Campus instructional leaders meet to focus on student progress and formative data. The campus has visited other campuses with exemplar ILT practices to improve how their meeting time is spent.</p> <p>Principal continues to work towards building the capacity of the campus leadership team members through regularly scheduled job-embedded professional development consistent with best practices.</p> <p>Campus ILT members know their assigned responsibilities; however, greater clarity is needed to ensure certain systems are in place related to DDI practices. During Cycle 1 of the Targeted Improvement Plan implementation, the principal made adjustments to the ILT and provided them in written format. The leadership team has a common calendar on Google doc for the purposes of scheduling walkthroughs and communicating classroom look fors. This document has evolved over time to also include the ILT roles and the levels of support needed for individual teachers at the campus. The Walk-Through protocol consists of weekly assigned faculty members for each evaluator with a targeted tracking system. Continued progress is being made as it relates to addressing monitoring of the instructional program on a routine basis in order for the ILT to most effectively provide support to the teachers around instructional best practices.</p>
<p>Planning for Implementation</p>	
<p>Prioritized Focus Area from ESF Diagnostic?</p>	
<p>No</p>	

Full Implementation: Vision

At full implementation, the Speer Elementary Instructional Leadership Team will have defined their roles and responsibilities to include teachers they coach and evaluate. Weekly ILT meetings will occur with time-stamped agendas focused on learning walks, lesson plan feedback, student data analysis and next steps as well as overall system checks and plans for revision. With a walk-through tracking system and administration calendaring, the principal and assistant principals will focus on the fidelity of implementation of the curriculum, instructional delivery, and quality assessments. Informed by student progress monitoring, teacher needs can be identified for targeted interventions, professional development, and resource allocation. Along with a focus on ILT moves, grade-level team leads will participate in job-embedded learning in order to build their leadership capacity to be able to conduct weekly data meetings with a member of the ILT to serve as support. With quality PLCs in place, authentic relevant collaboration will increase the use of research based instructional practices during Tier I instruction.

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

Current Implementation: Summary

Implementation Level At Diagnostic
Planning for Implementation
Prioritized Focus Area from ESF Diagnostic?
No

The campus administrators attend all AISD recruiting functions such as professional, paraprofessional job fairs and the AISD student teacher collaboration with local colleges/universities. Administrators regularly contact local universities and alternative certification programs to recruit highly-qualified candidates. There is sometimes difficulty with finding high quality candidates. Teacher turnover is an area of concern. Current teachers who are highly-qualified encourage other highly-qualified teachers out-of-district to apply for open positions as the administration has an agreed-upon definition for a highly-qualified teacher. There is no current tracking system in place to identify which recruitment efforts yield the highest returns. All candidates are interviewed using job-related questions and scored with a rubric. During teacher interviews, candidates present a lesson on a specific TEK for interviewers to identify candidate's instructional content and pedagogical level of expertise. Administrative team is extremely honest in regards to the reality of the teacher's role in impacting instruction in a positive way at Speer. While teacher placements are based on teacher certification, and areas of expertise (or opportunity to become more of a content area expert), continued support is necessary for teachers to improve their instructional delivery practices which will result in increased student academic and behavior data. The campus and individual teachers have several substitutes who enjoy working with our student body. These substitutes are often placed on long-term assignments to support our positive school culture/climate. There is one substitute assigned to the campus who provides invaluable support when there are open positions across grade levels/content areas.

Full Implementation: Vision

Establishing our school's brand that exemplifies our core values, vision, and mission will assist in communicating the expectations we have for teacher applicants. Participation in job fairs and aggressive interviewing with protocols that allow candidates to demonstrate their strengths and character traits assist in making best decisions in hiring. All teachers are strategically placed based on their certifications and the skills that were demonstrated in the lesson presentation required in the interview. New teachers will receive onboarding support along with a mentor teacher and Instructional Coach to hone their skills. With a vision to become a premier lab school, student teachers are strategically placed with teachers who will best meet their needs as they grow in the craft of teaching. The goal is to model the Speer Way and keep them on when it is time to hire new teachers. Taking this responsibility seriously, the cooperating teacher will make an effort to plan for experiences that will impact a future team member. At the end of the academic school year, teachers will be assigned to positions based on their student performance, skill set, and grade-levels that they can best interact with. Substitutes will also be observed and earn their way into a teachers "Favorites" list with the intent to include them in team activities as allowed. Additionally, the retention rate for the campus will soar because teachers value the ongoing job embedded professional development that they are receiving as a Speer teacher.

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

Current Implementation: Summary

Implementation Level At Diagnostic	Speer Elementary Expectations for Success are school-wide expectations and are displayed in a matrix. Staff members have an understanding of the Expectations for Success; however, some teachers might not be able to articulate the mission and the vision statement at this time without reading it. Due to administrator and teacher turnover, there is a lack of fidelity with regards to the Expectations for Success. Parent and Employee Engagement Surveys along with 6th-grade Student Surveys are administered each Spring. The majority of 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. Regular campus climate surveys assess and measure progress on student and staff experiences. The campus is intentional in regards to infusing Social Emotional Learning (SEL) components into the school day/week.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, all members of the learning community can articulate the school's core values, vision, and mission and align their behaviors to helping create a safe learning environment at all levels. Stakeholders will have played a role in revisiting and revising the mission and vision as needed. The Speer Expectations for Success will be posted throughout the school to include classrooms, hallways, cafeteria, restrooms, and all common areas. ALL members of the learning community will refer to the 3Rs (Ready, Respectful, and Responsible) when holding each other accountable for behaviors. In an effort to maintain a positive school culture, the PBIS Core Team will meet on a monthly basis to review staff and student behavior matrices and discipline data. They will hold book studies to assist with restorative practices, best instructional practices to engage students in the learning experience, and understanding poverty. The team will provide professional learning to address social/emotional needs. After having outlined classroom infractions vs. office infractions, the team will share monthly discipline data to include the location of infractions, time of day, and engage staff in developing ways to intervene in order to reduce the number of office referrals. Campus surveys to include student, employee, and parent input will inform team activities to address areas of need that will maintain a positive school culture. All visitors and substitutes will look forward to returning to campus because of the safe and positive culture that is felt the minute they walk through our doors.

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

Current Implementation: Summary

Implementation Level At Diagnostic	AISD Curriculum Central provides a scope and sequence for all grade-levels. Included are a Year-at-Glance as well as the Instructional Focus Document (IFD) supported by best practices and resources. Curriculum Assessments and Benchmarks are administered as per the
Planning for Implementation	AISD Testing Calendar. These instruments are aligned to STAAR. STAAR aligned common assessments (Speer Quick-Checks) are administered bi-weekly in the tested subject areas in 3rd-6th grades. K-2nd grade have begun taking Math Quick-Checks this year.
Prioritized Focus Area from ESF Diagnostic?	Instructional materials with key ideas, and essential questions are used across classrooms. While the curriculum is utilized, greater attention may need to be given to other vetted resources being in place as part of Tier 1 instruction. The campus currently has one
No	instructional coach who serves on the Math Cadre (district level committee). The breadth of the curriculum is a challenge at times for teachers; however there are opportunities for support with planning that is provided by members of the ILT. Currently the campus does not implement a high fidelity professional development calendar for teachers that provides introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources in all core subjects. However, the campus continues to use trend data to identify what is necessary for instruction to improve and offers PD centered on these topics.

Full Implementation: Vision

At full implementation, the Arlington Independent School District will continue to provide a curriculum scope and sequence that is aligned to the Texas Essential Knowledge and Skills via an online portal. Within this portal, core subjects are supported with Instructional Focus Documents for each grade-level supported by research-based vetted resources that are available in the appropriate language of instruction for the learners we serve at our campus. A Year-At-a-Glance (YAG) will be provided to set a pace for planning and assessment alignment with suggested time and treatment for units aligned to the STAAR blueprint. Included in the documents will be unpacked learning targets, language stems, guiding questions, a variety of opportunities to respond, and demonstrations of learning. The Gradual Release of Responsibility components will be supported with best practices and research-based instructional materials. Districtwide Curriculum Assessments and Benchmarks at the rigor of STAAR are developed in order to assess instructional delivery and student progress and results will be used to inform reteaching, interventions, and resource allocation. Quick-Checks (common assessments) will be developed at the campus level in between the CAs and Benchmarks. Screeners and diagnostics will be used to prescribe interventions. All students and program needs are met with resources to address special needs students along with English Learners, 504, dyslexia, GT, as well as Tier II and Tier III students. On-going professional learning will be provided to support best practices and the use of quality instructional materials. Our campus calendar for professional learning will ensure teachers and staff are provided the opportunity to engage in ongoing job-embedded professional development focused on curriculum and aligned instructional materials that support a highly effective delivery of Tier 1 instruction.

5.1 Objective-driven daily lesson plans with formative assessments.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	<p>Teachers create and submit online lesson plans that include a learning target, sentence stem aligned to the target, a strategy, activity, guiding question, and assessment for each lesson as provided by the space in a prescribed template. The pieces for a time-stamped I do, we do, you do (focused instruction, guided instruction, collaborative instruction, and independent learning) piece are not required on the template at this point. However, all learning targets are curriculum-driven and aligned to the district's scope and sequence. A bank of sixty ways to assess learning was shared with teachers through the Tools for Formative Assessment-Techniques to Check for Understanding. Bi-weekly Quick-Checks (common assessments) are conducted as well. Members of the ILT have been assigned grade-levels for lesson plan reviews/feedback on the CANVAS system. PK-2 lesson plans are reviewed by Instructional Coach 1, 3rd grade by Assistant Principal 1, 4th grade by the principal, 5th grade by AP 2, and 6th grade by Instructional Coach 2. All lesson plans will be spot checked upon documented walk-throughs by the administration team. To date, lesson plans are required to be turned in Monday morning by 8:00am of the week of implementation which is not allowing enough time for feedback and changes to the plan in a timely manner. Campus instructional leaders review disaggregated data and provide evidence-based feedback to teachers. However additional work has begun to ensure we track and monitor the progress of all students, including students with disabilities and English learners among other student groups. Teachers use a corrective instruction action planning process during PLCs to identify trends in student work and create plans to reteach; however, we are continuing to build capacity around how we name the misconceptions explicitly and ensure the reteach is monitored. Teacher teams have protected time built into the master schedule to meet frequently to discuss student data, effective instructional strategies, and what possible adjustments are needed for the instructional delivery. The latter, while in an emerging state, can continue to be strengthened. Instructional leadership team members also receive support from DCSI/designee in the area of DDI. Pre-work support is being provided for the DDI/PLC meetings to ensure the instructional coaches build their capacity to facilitate the process.</p>
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	
<u>Full Implementation: Vision</u>	
<p>At full implementation, all lesson plans will be uploaded to CANVAS a week ahead of the plans going live. These plans will be fully aligned to the district's curriculum documents. Each lesson plan will include Speer Elementary's Required Lesson Plan components which include a learning target, language stem, guiding question, strategy (selected from a word wall of posted strategies), the Gradual Release of Responsibility lesson cycle (Instructional Focus/I will, Guided Instruction/We do, Guided Learning/We do, Independent Learning/You do) along with time stamps for each portion of the lesson cycle, and an assessment. A lesson plan rubric for the ILT will be used to provide bite sized lesson plan feedback giving the teachers enough time revise their plans and engage in coaching conversations with the ILT. The rubric will identify evidence, partial evidence, or no evidence in each component and be given to the teacher a week before so adjustments can be made. Armed with quality lesson plans, teachers will have unpacked the TEKS and referred to the learning target as a natural process. Teachers will have developed rigorous lessons that intentionally address differentiation and scaffolding and a well thought out demonstration of learning (i.e.. an exit ticket or Quick-Check common assessment). Teachers will have identified what exemplar responses they expect to see for each demonstration of learning. And aggressive monitoring during the lesson will offer opportunities for teachers to identify areas for re-teach or on-time interventions. The alignment between the student expectation, what is taught, and assessed will impact student achievement in a positive way.</p>	

5.3 Data-driven instruction.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	<p>The campus implements a campus assessment calendar using the district assessment calendar as a guide. AISD provides a database that allows for the tracking of formative assessments such as CAs, Benchmarks, and Quick-Checks (Common assessments). This allows for tracking by student expectations, grouping by tiers, and ranking by student needs. Data Days are provided for teachers after each district-wide assessment (CAs) to offer them the opportunity to analyze and produce corrective action plans. All Data Days have been scheduled for the year. Principal and APs and Instructional Coaches have been trained on the DDI process. The majority of the Instructional Leadership Team were trained in Level 1 DDI by the ESC Region 11 TIL Lead. We have had to make modifications to the DDI protocol in order to engage in Bambrick-Santoyo's Know/Show Process to unpack the standard, provide a student exemplar, understand what the student should know in order to meet the standard. Limitations to when teachers can be required to attend during the day meetings (i.e.. PLCs) warrants the need for us to adjust the frequency. Eventually we want to bring in an Aggressive Monitoring Tool in order to strengthen Tier 1 instructional delivery. There is a Master Tracker that exists for Speer. Teachers and ICs in addition to the principal regularly update each student's progress toward mastery of local and district assessments in addition to ISIP and TELPAS progress. Individual student goal setting and tracking folders are being distributed.</p>
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	
<u>Full Implementation: Vision</u>	
<p>At full implementation, a DDI culture will be the Speer Way. Weekly Data Meetings along with periodic Data Days will engage teachers in collaborative discussions that align student expectations, rigorous instruction and quality formative assessments. The ILT and Teacher Leads will be formally trained in DDI. DDI tools to disaggregate and analyze data will be used routinely to include Polaris, heat-maps, corrective action plans, spiraling calendars and plans for small group interventions in an effort to close the identified gaps. Additionally, teachers will be supported in analyzing student level data to also identify how to accelerate instruction for learners who are performing at or above grade level. Through the implementation and routine use of Choice Boards, our teachers will become better equipped in how to appropriately differentiate for all learners, and not only learners who struggle academically. Along with this, teachers will engage in the Know/Show process to unpack TEKS, identify what students need to know in order to perform at the rigor of the student expectation, create teacher exemplars, and assess the effort through Exit tickets and Quick-Checks (common assessments). Using the results of these demonstrations of learning, teachers will identify misconceptions and plan to close the gaps by planning for a reteach with opportunities to practice with peers for delivery. A Quick-Check schedule will be followed with fidelity to include test items at the rigor of STAAR in grades 3rd-6th. K-2 teachers will also engage in the Know/Show process as well. The Speer Student Tracker will be updated in a timely manner and used to evaluate program effectiveness, instructional delivery, and inform planning. Teachers will have access to student progress measure data and a system will be put into place to ensure learners are engaging in data chats with their classroom teachers (by content area) to identify their individual goals, and to determine progress towards meeting or exceeding such goals following the administration of interim assessments. Collectively, goals will be displayed regarding student level performance for learners in K-6. All stakeholders will have an opportunity to see the growth that is occurring at our campus because of an intentional focus on DDI. In order to continually message that accountability begins well before 3rd grade, we will routinely highlight the progress of the campus as a whole as it relates to students progress in the areas of math and reading.</p>	