

## Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
San Antonio ISD	Pedro Martinez	Judith Solis	Patti Radle
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Lowell Middle School	015907051	Yvonne Hernandez	Judith Solis
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	October 10, 2019	Dr. Regina Davis	February 10, 2020

### Turnaround Method

*Select the turnaround method your campus is pursuing. See the Description of Methods guidance document for more information.*

Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	<input checked="" type="checkbox"/>
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	<input type="checkbox"/>
School Action-Restart: District Managed	Restart a school by implementing the Accelerating Campus Excellence model or ACE-like model (including Accelerating Campus Excellence (ACE) turnaround plans).	<input type="checkbox"/>
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	<input type="checkbox"/>
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	<input type="checkbox"/>
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	<input type="checkbox"/>

### Outcomes

*For each essential action, describe the **current implementation level** on the campus (using the ESF Diagnostic Summary Report) and what **full implementation** will look like on this campus. Reference the Key Practices in the Effective Schools Framework to develop the vision. Campuses should strive to be at or near full implementation within two years after implementing this Turnaround Plan for two years.*

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	We currently have roles and responsibilities document for all members of our Academic Leadership Team (ALT). Additionally, we have identified which teacher is supervised by which administrator. We are implementing T-PESS for Administration evaluation (as implemented by the district). Additionally, ALT members have expectations around Campus Walk-Throughs (CWTs) and observations. The ALT meets each week and uses an agenda that covers a variety of topics. These topics include how we are collecting artifacts for our Targeted Improvement Plan (TIP). Examples of the artifacts include CWTs Trends, Attendance Data, Discipline Data, Special Education and EL Student Services, Counseling Services, upcoming Professional Learning Community (PLC) agenda topics, and campus business. At this time, there is not a system for the ALT to develop the agenda or lead the ALT meetings to practice their skills.☐
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	

es and responsibilities.

1.1 Develop campus instructional leaders with clear roles

**Full Implementation: Vision**

At full implementation, we will have an updated document reflecting the roles and responsibilities for all ALT members, including the names of teachers each member supervises. ALT members will have specific documentation roles and responsibilities unique to their position. The principal will calendar one to one meetings every three weeks to review progress on obligations and to provide feedback. The principal will model leadership skills and strategies during PLCs, faculty meetings, parent meetings, and ALT meetings. The ALT will have clear expectations on aligning their calendars to the data collection cycles for each program and teacher. The programs to be focused on are assessments, attendance, discipline, special education, and English Language Learners (ELLs). The data collection cycles will occur at least once per 3-week cycle, but may vary based on identified needs or student data). PLCs and key trainings, staff meetings etc. will be placed on a campus master calendar (August - June) and distributed to all staff at the beginning of each school year. The ALT will meet regularly and follow a set agenda that will include student data analysis, re-teach concepts, and next steps as part of each meeting. ALT agendas will consist of a book study of Driven By Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo, review milestone status of the Targeted Improvement Plan, and analysis of collected data for assessments, attendance, classroom walkthroughs, discipline, special education, ELLs, and counseling services. ALT members will meet with teachers they manage/supervise at the start of the year to review goals and performance expectations. Teachers and ALT team members will have a clear understanding of their individual goals. They will be able to discuss progress toward goals throughout the year. We will check the progression towards the ALT goals at the end of the first and second semesters. ALT members will have a running record of the feedback and action steps they have shared with their teachers. We will have highly effective teacher leaders conduct high-quality PLC meetings with a focus on data-driven instruction, best practices, and lesson plan creation, and strategy modeling. They will also be involved in monthly school-wide larger leadership team meetings. We will have a record of all agendas and notes from PLC meetings in our core content-specific Google Classroom. Due to these actions, teachers and leaders will report greater clarity on their roles and responsibilities and have a greater understanding of their goals and progress toward their goals throughout the year. Additionally, there will be a detailed campus handbook in place, including all campus procedures and policies, especially those around roles and responsibilities, and teacher and leadership team evaluation processes.

**Current Implementation: Summary**

Implementation Level At Diagnostic	We attend job fairs provided by the district to recruit and attract teachers with elementary and middle school experience to our campus. However, we do not currently have strong marketing or recruitment strategies at the campus level. We now base hiring criteria for potential candidates, mostly on their years of classroom experience and content knowledge. However, we need to formalize the selection process and expand who is involved. At this time, only the Principal and ALT serve on the hiring committee. We are developing interview protocols that will include processes such as a demonstration of a lesson and other performance assessments. We are also going to include current high-performing teachers to ensure alignment to vision, mission, values, and goals. We use summer professional development and PLCs to review historical data, set goals, and spend time learning how to deconstruct standards to create aligned learning objectives. We set additional time for new teachers for observation and feedback. We place teachers in roles based on preference, content knowledge, and student need. We will continue to improve assignments based on student data and strive to put our most effective teachers in the most high-needs areas, when appropriate. There is not yet a shared vision of what excellent teaching looks like at our school. We also need to work on securing a consistent pool of preferred substitutes for our campus.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

**Full Implementation: Vision**

ct and retain a full staff of highly qualified educators.

2.1 Recruit, select, assign, indu

At full implementation, the SAISD Talent Management department will work in conjunction with our campus to ensure we have a well-designed recruitment strategy in place. As part of this strategy, teachers and campus leaders will attend college and teacher fairs and host an internal referral campaign. Additionally, we will work with our Talent Management team to track our candidates and determine which efforts result in the best production of high-quality candidates. At the school level, we will have a more aligned selection process, including a sample lesson, a teacher panel, and a formal interview. We will align our questions to assess for content knowledge and culture aligned with our mission, vision, values, and beliefs. We will add several scenario-based items as part of the interview process. Each year, we will use student data, as well as other factors, including content knowledge, team diversity, and experience, to place teachers in the most effective roles. To build leadership skills, we will identify our top-performing teachers and give them a role within the ALT. We will offer differentiated, personal learning opportunities for our staff as a retention strategy. We will assign different members of the ALT to cohorts, such as new teachers, proficient teachers, and teacher leaders. We will place teacher leaders in other leadership positions, including Horizontal (Grade) Level Chair, Department Chair, and different campus committee chairs. The administrative team will provide ongoing support, training, and feedback for our teacher leaders. We will create a substitute committee to help foster positive relationships with some of our best substitutes and to cultivate them for potential long-term positions as they become available

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

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	We have developed and posted our school mission, vision, and core values and beliefs; and, faculty and staff can name and provide examples. There are very few artifacts in classrooms that reflect campus expectations, reward systems, and character education. However, we have campus-wide evidence of campus expectations and reward systems. There is some shared understanding of campus implied values, such as increasing student engagement and implementing consistent behavior expectations campus-wide. We do have procedures in place to ensure the monitoring of students at less structured times, such as arrival, dismissal, lunchtime, and passing periods. At this time, we have not developed a system to administer annual surveys to staff, students, and parents and well as informal surveys throughout the year. Overall, there is a need to make the campus mission, vision, and core values and beliefs more explicit and shared among our school community.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	
<u>Full Implementation: Vision</u>	
At full implementation, we will have engaged in a revision of our school mission, vision, core values, and beliefs. All campus stakeholders, including administration, teachers, staff, students, parents, and community members, were involved in this process. We will prominently display our mission, vision, core values, and beliefs in all classrooms shared spaces, and school areas. All faculty, staff, students, and families will be able to speak to the mission, vision, core values, and beliefs. We will have established both student/family and staff handbooks that guide our behavior. At all times, faculty, staff, and students will respectfully interact with one another. All faculty and staff will know the high expectations for all students and hold students to these expectations at all times. Our faculty, staff, and students will feel comfortable holding one another accountable for meeting these expectations. To ensure student safety and timeliness, we will start each year with robust monitoring of students in shared spaces and set the tone early on regarding expectations during less structured times. These times include arrival, lunch, passing periods, and dismissal. We will create hallway and bathroom visuals that remind students of the expectations for them. We will develop and use a "Campus Culture" observation rubric during these periods to obtain ongoing data. The data will be analyzed by the ALT to make adjustments and refinements to our procedures. Classrooms will also have the same expectations posted across the school. We will implement annual, formal surveys at the campus level. Once the surveys have completed, we will analyze and share the data with our faculty, staff, students, parents, and community. Campus practices and policies will demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. Activities supporting this effort include guiding students through a goal-setting process with every assessment taken, conducting a career day, encouraging students to take the PSAT (Level 8/9), facilitating parent conferences with counselors for high School Pathway selection, and taking field trips to local colleges and institutions	

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<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Currently, the district provides a Year At A Glance (YAG) that includes the number of days in each teaching unit, what readiness or supporting Texas Essential Knowledge and Skills (TEKS) are addressed, and when district-wide assessments are going to be administered. The dates for

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

<b>Partial Implementation</b>	our campus/district assessments are on our campus master calendar, and we have Check Points (Three-Week Assessments) and benchmarks calendared throughout the year. We use sample STAAR questions and other similar questions to build our assessments (Check Points).
Prioritized Focus Area from ESF Diagnostic?	At this time, the District YAG does not outline time for interventions, such as re-teaching or re-assessing, when students do not master the standards. We do not have dedicated Response to Intervention (RTI) time for Math and Reading/Language Arts. Teachers will need to address these issues during classroom warm-ups, small group interventions, and re-assess misconceptions using campus-generated assessments.
<b>No</b>	We are partnering with "Raise UP Texas" to provide and model with high yield strategies for teachers. Teachers also use Depth of Knowledge rubrics to develop questions, strategies, assignments, and Exit Tickets. There is evidence of anchor charts and differentiation in classrooms. We need to create more internal systems to help all teachers differentiate, accommodate, and incorporate content-rich texts. Currently, PLCs and content planning days consist of professional development instead of data analyzing, lesson planning, and lesson demonstrating.

**Full Implementation: Vision**

At full implementation, for each core content area, we will have a more robust Scope and Sequence. This Scope and Sequence will have units of instruction aligned to the depth and complexity of the TEKS. It will also include all assessment dates, windows for data analysis, and dedicated time for intervention strategies. Each teacher in a core content subject will be provided instructional materials for each unit. These materials include aligned questions at different levels of the Depth of Knowledge model, key ideas, suggested resources and texts, and examples of classroom materials, including anchor charts and graphic organizers, that will support different levels of learners. Core teachers will develop and administer annual checkpoints to assess mastery of material taught within a three-week cycle. After each checkpoint, teachers will upload a deep-dive analysis into Google classroom. These reports will include standards not mastered (below 70%), lowest student expectations overall, and an evaluation of all test questions by student expectation. The Deep-Dive consists of an Action Plan in which teachers use an item analysis to identify the lowest-performing student groups and their instructional needs to facilitate intervention opportunities. The campus will administer district Curriculum Based Assessments (CBAs) at the end of the 1st and 3rd grading periods. For all assessed subject areas, we will conduct STAAR Simulations twice a year. The first one will be in December and the second in February. These assessments will include STAAR released and STAAR aligned questions. We will track standards mastery for each of the assessments and will share this information with teachers, students, and families.

We will provide teachers with ongoing professional development aligned to best practices and differentiated based on need, level of proficiency, and interest. We will further provide ongoing professional development to our staff, especially in terms of strategies for English-learners, students with disabilities, and other relevant content. Teachers will have access to appropriate and aligned resources and strategies to support their English-Learner students as well as students with disabilities. Our Special Education team will be part of weekly PLCs and meetings when looking at student work and data. Our campus master calendar will allow for quarterly content planning days for each department, including special education teachers. During these days, teachers will review the upcoming units of study and their accompanying. Also, as we develop our master schedule, we will look to build in dedicated RTI time for Math and Reading-Language Arts for each grade level (6th - 8th).

**Current Implementation: Summary**

assessments.

Implementation Level At Diagnostic	Currently, we have implemented an electronic lesson plan template for our professional staff. Based on the district's scope and sequence, the lesson plan provides critical information on what the daily focus is for each classroom. The crucial components of the template include daily content objectives, Focus TEKS, DOK leveled questions, and Exit Tickets. The template consists of design elements from our partnership with Raise UP, such as Direct Teach, Guided Practice, and Independent Practice.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	Core content teachers have used PLCs or content planning days to plan lessons. Teachers report that they use the UBD Backwards Design framework to plan lessons. Teachers are using their daily exit tickets and then planning the daily lesson backward from that point. At this

5.1 Objective-driven daily lesson plans with formative

<b>Yes</b>	<p>framework to plan lessons. Teachers are using their daily exit tickets and then planning the daily lesson backward from that point. At this point, teachers are not creating exemplar student responses for their lessons or Exit Tickets. Teachers use Google Classroom to store lesson plans so the ALT can access them for review and feedback. Lesson plans are submitted the Thursday before the upcoming lesson week. The ALT provides feedback on the lesson plans using the "Comment" feature embedded in the Google Suite. The ALT completes the feedback no later than Friday afternoon. Based on the feedback, teachers adjust their lesson plans. At this time, there is not a step in the protocol that indicates when members of ALT will go back and check that the lesson plan is adjusted based on the feedback provided.</p> <p>Each teacher posts the daily objective, lesson agenda, "What, Why, How" questions, and the Demonstration of Learning. Teachers reference the daily objective at the beginning of each lesson and throughout the lesson cycle.</p>
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**Full Implementation: Vision**

At full implementation, we want all content teachers submitting weekly lesson plans on Monday morning, one week in advance of when they are going to teach the lesson. These lesson plans would include clear, student-friendly learning objectives as well as language objectives for ELLs. Teachers will write their lesson plans on campus developed lesson plan template with lesson cueing, closing/reviewing, and objective-driven activities. The plans also include the essential components from Raise UP, such as Introduction to New Material, Guided Practice, and Independent Practice. Lesson plans would also incorporate differentiated opportunities for Gifted and Talented, English-Language Learners, and Special Education Students. Each submitted lesson plan will also include daily formative assessments, teacher exemplars, and student exemplars. The lesson plans would align to our current YAG and scope and sequence. The lessons will be based on gathering and responding to student data and include several checks for understanding throughout the lessons. During observations, we would be able to refer to the lesson plan to check for fidelity during the delivery of instruction. Members of the ALT will review the lesson plans that Monday and Tuesday. Teachers would receive 1-3 pieces of actionable feedback. The ALT will calibrate and norm what the feedback provided to teachers will look like. There will be a clear process in place for teachers to make changes to their plans and submit final versions by that Friday. The final piece of the protocol would indicate how and when a member of ALT would review the revised lesson plan.

**Current Implementation: Summary**

Implementation Level At Diagnostic	<p>We spent the summer analyzing and reflecting on STAAR data and reviewing the YAG. We used the STAAR data to cluster our students in classes based on their performance. We have weekly Multi-Tiered Systems of Support (MTSS) to review student accommodations, interventions, and data. The campus conducts data meetings within one week after assessments. Teachers and leaders are familiar with using item-level analysis (Deep Dive Analysis) to prioritize re-teach lessons. Our data meetings currently do not involve creating teacher or student exemplars. We plan for re-teach lessons (using Deep Dive Analysis Template); however, we do not now practice any re-teach lessons. Students utilize data folders across the campus in core content classes.</p>
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>Yes</b>	

**Full Implementation: Vision**

### 5.3 Data-driven instruction.

At full implementation, our campus will be data-driven in all aspects. We will have dedicated time after each Check Point to review data as a leadership team. We will create Action Plans based on the data that include re-teaching for skills/standards/students who have not yet shown mastery. We will develop a TEKS deconstruction document to plan for the beginning of the year's instruction. We will use data and student performance to guide our decisions regarding observations, professional development, PLC topics, and teacher placement. We will have weekly data meetings where teachers meet vertically and departmentally, with a member of ALT. In these meetings, we will analyze the most recent data, using various forms of assessments. These assessments include Exit Tickets, Check Points, unit tests, benchmarks, or more summative types of data. These data meetings will be run by ALT members who have had training on Weekly Data Meetings (WDMs), Leading PD for Adults, and who will receive ongoing observation and coaching from the Principal. During the WDMs, teachers will share classwork (tasks, quizzes, writing assessments, Do Nows, and Exit Tickets) that address an action plan step, to include re-teach and re-assessment as outlined in the campus Deep Dive Analysis document. Classrooms will track their class-wide Check Point data; we will have a school-wide bulletin board that shows the Check Point data for all subjects at our school and the progress after each Check Point. We will celebrate students who made the most growth on their Check Points, as well as those who have achieved the "Meets" or "Masters" bar at each administration in a school-wide assembly. To ensure all these systems can occur consistently, we will need to be intentional about our master schedule and protect time for weekly data meetings, leadership team data analysis meetings, time to re-teach, and re-assess. Planning will reflect data analysis, which includes the tracking of student data. Students track their progress on their profile folder and add development to goal attainment and individual student expectation mastery; for each assessment, teachers track the performance of all students and student sub-populations and mastery of student expectations taught. District content specialists work with teachers on Thursdays every week, providing support with instructional materials and strategies. Specialists then visit classrooms to observe to provide feedback, model lessons, and coteach. We will build PLC time for core content teachers into our master schedule. Teachers have dedicated time to meet by grade level once weekly and by department three times weekly. Also, one day a week is dedicated to one-on-one coaching with campus instructional specialists. 