Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
San Antonio ISD	Pedro Martinez	Daniel Girard	Patti Radle
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Cooper Academy at Navarro	015907024	Robert Loveland	Daniel Girard
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	02-10-2019	Cyndi Zaragoza	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.	☑
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

Implementation Level At Diagnostic	Our current staff members have defined roles and responsibilities; however, the comprehensive list was neither updated nor submitted to the ESF Facilitator at the time of the diagonostic. The Principal and leadership team each have specific responsibilities they can articulate. Assistant Principals were observed completing their specific responsibilities related to monitoring arrival, dismissal, and hallway transitions. The comprehensive job descriptions do not include which teacher leaders are responsible for managing campus activities. Campus instructional leaders use PLC agendas and data tracking tools to progress monitor their students. Campus instructional leaders take an active role in PLCs, as observed during the observation of the PLC meeting held to the agenda. Most classrooms have tracking tools visible and are updated daily. Campus instructional leaders meet, both formally and informally, the goal of set agendas submitted was on data analysis and progress monitoring. The campus principal observes PLCs on a regular basis and there is a teacher walk through schedule. A principal calendar that shows job embedded professional development with routine modeling of best practices for adult learning needs to be formally developed and shared with campus leadership members. Campus epartment PLC agendas contain job-embedded professional development topics.
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, our campus will have and maintain an updated document that defines the roles and responsiblities of all instructional leadership team (*ILT*) members. The roles and responsibilities documents will include person assigned, title/role, responsibilities, and teacher/area of direct supervision. Weekly calendars will be created by campus *ILT* members that show scheduled times for observations, feedback loops, PLCs, team meetings, and campus leadership meetings. Data will be reviewed bi-weekly during the departmental PLCs. Weekly *ILT* meetings will be held to discuss student progress and formative data. Discussion and planning for classroom instructional adjustments will take place during the weekly *ILT* meeting. Performance evaluations will be conducted by campus administration in accordance with state and district guidelines (TTESS). However, individual meetings will be held with each teacher as needed based on evidence generated by classroom walk-through observations. Teacher classroom walk-throughs will be conducted daily by campus administration. Administrators will provide written feedback to teachers based on evidence gathered during the walk-through. The written feedback will provide evidence of activities observed within the class, research strategies, reflection questions about evidence, and research strategies and action steps for continued improvement. Instructional leadership members will use tracking tool(s) to record observations and feedback meetings with teachers. During all ILT, PLCs, and data meeting agendas, minutes and next steps will be recorded. All agendas and minutes will be posted in the appropriate campus sharepoint folder and shared with all campus instructional staff members. Campus principal will refine his current calendar to include classroom obervations, feedback loops, and continous job-imbedded instructional development.

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

Current Implementation: Summary

Implementation Level At Diagnostic	Our campus strives to recruit and retain highly qualified teachers. Currently all recruitment and candidate selection strategies are led by the district talent management team (Human Resources Depament). Members of the campus leadership team attend district job fairs. Currently, the campus does not have teachers engaged in the recruitment process. Campus interviews and interviewing procedures are established by the district. Campus grade-level leaders are selected through the campus interview process.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, we will work with the district's Talent Management partner to ensure that we identify a strong pool of candidates to interview during distirct job fair and college hiring fair visits. The principal will communicate the campus needs to the Talent Management partner who will then search for candidates that meet the campus needs. The campus instructional leadership team will create a profile for the candidate to be hired which will include content knowledge, professional experience(s), and interpersonal skills. The profile will be forwarded to the Talent Management partner for recruiting. Our campus interview committee will use an interview protocol for all interviewing questions. We will also incorporate sample role playing for candidates. The interview committee will be comprised of the principal, assistant principal, teacher(s), and other staff members with appropriate experience. Core content leaders will be determined by student performance and criteria developed by the campus leadership team. In an effort to retain high performing staff members, the campus will recognize and support high performing staff members as follows: first, para-professional staff members are recognized monthly with the GEMS of the month award which includes a certificate, thank you card, and gift card. The GEMS of the month is awarded to the para-professional who exemplifies the mission, vision, and core valeues of the campus. Second, teachers who model the campus mission, vision, and take additional leadership roles will be recognized monthly with a certificate, award, and thank you card. Third, teachers and support staff will be given the opportunity to attend professional development trainings and conferences. All new hires will attend an induction meeting with the campus principal to discuss expectations, and campus systems. A mentor will be assigned to the new hire, and monthly meetings will be held with the new hire to discuss staff members needs and support actions. A tracking tool will be used by campus administration to track observations conducted, evidence gathered, and actionable steps for teacher. A tracking tool will be used to document feedback conversations with teachers that will be stored on the campus one drive and shared with other campus administrators. Teachers that model great teaching strategies, classroom management, attendance, utilize and share professional development will be given additional opportunities to lead campus trainings, attend district committees, and attend conferences. Teachers that consistently demostrative proficient levels of instructional practices and campus initiatives will be given the opportunities to attend trainings with the whole campus picture in mind, improvement of instructional delivery training, and team building practices. Those teachers who are consistently performing below the proficient level of instructional practices and campus initiatives will be assigned a campus mentor and will have specific targeted trainings as determined by observational evidence. Campus substitutes will be observed and feedback loops will be conducted. A tracking document will be created to record observations and discussions with substitute teachers. Substitute teachers that consistently have good observations and positive communications will be scheduled on a routine basis. Substitutes that do not engage students or actively monitor students will conference with campus administration and portentially be removed from the campus active substitute list. The substitute documentation will be stored in the main office.

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

Current Implementation: Summary

Implementation Level At Diagnostic	Teachers and administrators know and understand the campus vision and mission. All campus stakeholders contribute to the overall success of students. Teachers are engaged in the overall success of the students through instruction and flexibility. All classrooms, hallways, and other common areas are safe and orderly. Staff members and students engage in positive adult-student interactions. Teachers and campus leaders have high expectations for student behavior, student performance, and expectations for graduation. Artifacts stating campus policies and practices are displayed throughout the campus, in classrooms and hallways. Informal positive recognitions and validations for student and staff members are routine and on-going. The school mission is posted throughout the main hallways and common areas; however, most but not all classrooms have the mission and vision statements posted. The Insight Survey has been administered to all staff members for the last two years. The results of the climate survey are positive.
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, all staff members will be able to summarize the campus mission and vision statements, and the statements will be posted in every classroom as well as in the hallways. The campus mission and vision statements will be updated when needed by the teachers and administrators at the beginning, middle, and end of the school year. Teachers have high expectations for all students and will continue to use asset-based language in staff-to-staff and staff-to-student interactions around performance and post-secondary goal. The campus PBIS team will continue to implement this support system across the campus throughout the year. All classrooms will play the PBIS presentation on their classroom on the Smart TVs or Promethean Boards. The PBIS anchor charts will continue to be posted in all hallways and classrooms. Student incentives for attendance and performance will continue to be awarded to students that meet their behavior and performance goals campus teachers and administrators will continue to monitor students in the common areas before and after school and during lunch. Using that time to set the tone for the day by using positive reinforcement of positive behavior and goal setting for their secondary and post-secondary careers. Classrooms and hallways will continue to have posters and anchor charts that incentivize students to succeed in the classroom and to plan for their post-secondary success. The district wide Insight survey is administered every year to all staff members and students. Campus administrators share the information with all staff members for continuous campus improvement. The strategies that this campus has implemented and will refine are set in place to ensure that students have the proper tools to be successful.

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

Current Implementation: Summary

Implementation Level At Diagnostic	A sample scope and sequence and year at a glance that is provided by the district were submitted by the campus as pre-work artifacts. Each grade level also has a pacing calendar to use with YAG. Additional resources include the district website for curriculum and assessment, field guides from Lead4ward, and TEKS Resource System parent portal. During the teacher focus group, teachers stated that they create their own unit tests. The unit tests are built to measure what teachers taught in their individual classrooms, not necessarily what all students should be learning based on a normed bar for rigor, format, or content. Mini-formative assessments (Exit tickets) are utilized in all classrooms, but those reviewed did not reflect the rigor of standards being assessed. Instructional materials, such as Stem Scopes, Lead4ward Field Guides and district created Year at a Glance, have been made available for teachers. However, essential questions and content rich texts were not observed in the majority of the classrooms. There was no evidence of accommodations to support special populations such as English learners. There was no discussion of how curriculum was aligned to instructional materials during the PLC meeting observed. The main focus was on data analysis.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

Full Implementation: Vision

At full implementation, we will have a district created scope and sequence for the direct teach core content areas. The scope and sequence will have dedicated time built in for interim assessments and re-teach activities. Direct teach core content teachers will be provided instructional materials containing essential questions, key ideas, suggested resources, content rich texts, and examples of classroom materials (anchor charts, graphic organizers, etc.) to support all students. Interim assessments, at least 3 times per year, will be administered for direct teach core content areas. All interim assessments and teacher created assessments will include STAAR released questions. The campus instructional leadership team will provide ongoing professional development aligned to best practices in terms of instructional materials, assessment resources and instructional strategies. Ongoing campus professional development and instructional materials will be intentionally designed to meet the needs of students with disabilities, English Language Learners, and other student groups. Our campus calendar will include planning days during the first, second, third, and fourth cycles. At the beginning of the year, prior to students and staff start date, the core content teachers will participate in a program review activity to analyze student performance and instructional program to develop instructional interventions for the first cycle of the school year.

5.1 Objective-driven daily lesson plans with formative assessments.

Current Implementation: Summary

Implementation Level At Diagnostic	Teachers submit lesson plans containing lesson objectives bi-weekly; however, the lesson plans need to be written in a manner in which another teacher will be able to use. Most classrooms continuously post daily learning objectives. The PLC meeting observed focused on data analysis, lesson planning, and planning independent practice sections of the lessons. Lesson plans are submitted bi-weekly to their departmental administrator. The departmental administrator reviews the lesson plans and provides feedback. All lesson plans contain the following items: assessments, exit tickets, data, and lesson objectives. After reviewing the bi-weekly lesson plans campus administrators review their feedback with their teachers during the departmental PLCs. Improved alignment with daily lesson plans and daily instruction need improvement.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

Full Implementation: Vision

At full implementation teachers will submit lesson plans bi-weekly prior to instruction. Teachers will be provided with instructional planning sessions throughout the year where they will align curriculum focus with instructional practices. Teachers will utilize Lead4ward resources, year at a glance resources, and guidance from the instructional specialist for effective lesson planning. Administrators will conduct learning walks weekly to check for alignment and implementation. Administrators will provide feedback to teachers through lesson plan analysis, learning walks, and TTESS. Professional learning communities (PLC's) will be conducted that focuses on data analysis, curriculum alignment, lesson planning, student performance, and that address changes to instruction. Teachers will utilize available professional development provided by the district such as EPIC Saturdays, Professional Development in Pajamas, and professional development offered through Region 20 to help align instruction with priority TEKS and to develop lesson plans that are written in a manner in which all teachers are able to use. Lesson plans will be aligned to formative assessments, exit tickets, and will address the needs of all students. Administrators will provide written feedback to teachers bi-weekly. Teachers will be provided with ample time to adjust their lesson plan to address the needs of students.

5.3 Data-driven instruction.

Current Implementation: Summary

Implementation Level At Diagnostic	During the PLC meetings the assistant principal is the primary facilitator of the meeting. The PLCs meeting focuses on the reviewing of student data, student data trackers, instructional strategies, and instructional delivery. Developing and review of re-assessment exemplar that addresses the student error and misunderstanding was not discussed during the PLC meeting. Campus PLCs calendars are created that show scheduled times and locations for bi-weekly PLCs and team meetings. All meetings follow a set, formatted agenda. Data trackers are posted and updated in most classrooms.
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, our campus will make all instructional decisions based on the most current data. We will develop an assessment calendar that includes a schedule for data analysis. The assessment calendar will be posted and shared with all teachers and instructional leaders through the campus share point. Campus instructional leaders will share, discuss, and analyze assessment data through bi-weekly PLCs. PLCs will be held bi-weekly, during the PLCs, the teachers will discuss students data by sub-group, develop interventions, build and modify lesson plans, and revise data trackers. The master schedule will have dedicated time built in for teachers to have common planning periods based on content. The campus will continue to use and refine bi-weekly mini formative assessments in the following content areas: Algebra I, Biology, US History, English I and English II classes. The data generated from these assessments will be used to plan reteaching and reassessment activities. Student assessment progress will be posted in every classroom using classroom trackers highlighting the student performance by TEKS. Students will track their progress through the use of profile folders. When teachers develop their mini-formative assessments (Exit Tickets) they will develop an exemplar and rubric that will serve as a universal model for teachers to evaluate students work fairly and consistently. Department instructional leaders (department heads) will create benchmark goal setting posters (trackers) that have student benchmark results compared to campus performance goals. The overall campus benchmark performance compared to campus performance goals for the STAAR assessments will be posted in the hallways and common areas of the campus. All core content teachers will create and maintain content area binders that contain their student data, developed assessments, and lesson plans. Campus data tracking by sub-group will be done through Eduphoria.