

After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.

School Improvement Turnaround Plan

District Commitment Theory of Action

In this section, describe the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan. The District Theory Commitment Theory of Action should address each of the Foundational Essential Actions and DDI.

If the San Antonio Independent School district provides the campus with an efficient hiring process with direct human resource staff assigned to assist the campus identify, hire and retain effective staff members, provide on-going and continuous leadership coaching sessions which addresses instructional practices, monitoring and feedback protocols, provide trained specialists to assist with the implementation of the PBIS, 504, Special Education, Bi-Lingual programs and instructional practices, the district provides on-going training for campus instructional leadership members, teachers, instructional specialists and to campus administration, and provides a standards-aligned and viable curriculum (GVC) with a defined scope and sequence, provides a data assessment platform to capture assessment data by item, student performance level and ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, the district has effective systems for identifying and supporting struggling learners, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.■

System and Capacity Building

In this section, describe the efforts the campus and district will make to build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

| Describe areas in which you will build systems, skills, and capacity in district and campus staff. | What potential program or partners will the campus/district work with in this area? | When will this be a focus? | Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching. | List the Essential Action(s) that this capacity building impacts. |
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| We will refine our administrative observation and teacher feedback protocol. We will ensure that system for observation and feedback is consistent and uniform. We will define the observation and feedback protocol, ensuring that all stakeholders know and understand the process and expectations. Observations will occur daily, teacher feedback will be provided, imbedded research and supports will be included, and actionable items will be stated. | Internal Capacity Building Efforts - Principal Learning Networks | 2020-2021 | Year 1, we will partner with other campuses that have created similar observation and feedback protocols. The Principal will continue to collaborate with another campus Principal "accountability partner" to assist with the refinement of protocol. The Principal supervisor will provide ongoing coaching to the Principal. | 1.1 & 5.1 |
| We will create clear roles and responsibilities for members of the campus leadership team. We will provide guidelines for all instructional leadership members for leading their departments. We will refine our instructional leadership and professional learning meetings to have dedicated time for student and teacher data. | Internal Capacity Building Efforts, ESC Region 20 | 2020-2021 | Year 1, beginning at the start of the school year and continuing throughout the year, all staff members will receive trainings on roles and responsibilities, instructional meeting formats and instructional protocols for analysis of student and teacher work, and campus instructional cycles. Campus leadership team members will receive additional trainings through cabinet leadership meetings. Instructional leadership team members will also attend leadership trainings offered through Region ESC20. | 1.1, 2.1 and 5.1 |
| Our school district's curriculum department is developing content area curriculum guides (including Year at a Glance, content frameworks, curriculum resources and vertical alignment tools). We will ensure that all teachers are trained on the curriculum documents and resources. We will ensure that our content teachers have curriculum resources such as Stem Scopes and Lead4ward materials. | Internal Capacity Building Efforts, ESC Region 20 | 2020-2021 | Year 1, at the beginning of the school year all core content teachers will receive training on instructional resources and district created curriculum. During all professional training days, teachers will receive additional training on curriculum resources such as Stem Scopes and Lead4ward as determined by observational evidence. | 4.1 |
| Campus faculty, staff, students and other stakeholders will refine our campus mission and vision statments. Refining our routines and procedures to improve upon our student culture and climate. Focusing on student success in the classroom and in attaining their post-secondary goals. The campus PBIS team will refine their practice to focus not only on student success, but to include attaining post-secondary goal achievement. | ESC Region 20, Campus and District PBIS Team | 2020-2021 | Year 1, at the beginning of the school year all teachers will receive training on refined PBIS strategies, focusing on classroom goal setting and use of asset-based language centered on student success and post-secondary goal achievement. The campus mission and vision statements will be posted in every classroom as well as hallway on the campus. During on-going professional training teachers will receive additional training, refining the PBIS strategies to ensure student success. | 3.1 |
| Our school district has provided resources such as lead4ward, Eduphoria, and Performance Matters to track student data. The resources allows teachers to build tests, exit tickets, and to prioritize TEKS based on student data. Teachers will be provided with training and support throughout the year for consistent implementation. | Internal capacity building efforts, ESC Region 20, District provided professional development | 2020-2021 | Year 1, during professional training days, teachers will receive additional training on data resources such as Eduphoria, Performance Matters, and Edgenuity as determined by observational evidence. Teachers will utilize rubrics for exit tickets. | 5.3 |
| We will continue to refine our teacher observation and feedback protocol. We will identify teachers that consistently utilize and implement research based instructional practices and train them in the teacher observation and feedback protocols. The instructional leaders will conduct instructional rounds each cycle using the campus observation and feedback protocol. | Internal Capacity Building Efforts, ESC Region 20 | 2021-2022 | Year 2, instructional leadership teachers will be identified during the summer. These teachers will receive training on the observation and feedback protocol at the start of the year. Instructional rounds, campus leadership meetings, and continuous training will be scheduled on a calendar which will be posted for all cabinet leadership team members. | 1.1 & 5.1 |
| Campus instructional leaders will assist campus administration with developing an interview protocol that includes role playing. The instructional leadership team will develop and implement leadership criteria for campus members to become department heads and instructional team members. Campus instructional leaders will develop and implement substitute retention criteria and protocols and para-professional and teacher recognition criteria and process. | Internal Capacity Building Efforts, ESC Region 20 | 2021-2022 | Year 2, instructional leadership members will attend trainings through the SAISD curriculum department and ESC Region 20 on hiring policies and staff retention practices throughout the year. The staff recognition trainings and development of recognition criteria will occur during the summer prior to the start of the year and during the fall semester. | 1.1, 2.1 & 5.1 |
| Campus faculty and staff will have a shared understanding of the campus mission and vision and how they are present in the daily routine of the school. The campus PBIS Team will continue to demonstrate expectations about campus achievement and student post-secondary goals. | ESC 20, Campus and District PBIS Team | 2021-2022 | In Year 2: The campus will continue to refine and reinforce the campus routines and procedures based upon student feedback collected by the PBIS Team and campus student surveys. Teachers will continue to receive ongoing targeted professional development based on the data gathered. Faculty, staff and students will be able to articulate the campus mission and vision. | 3.1 |
| We will ensure that all teachers have been trained on the district's curriculum documents and resources. We will ensure that our content teachers have curriculum resources such as Stem Scopes, Lead4ward and other instructional materials that address the needs for all sub-populations, including ELLs, Special Education, and 504 students. | Internal Capacity Building Efforts - Principal Learning Networks District Curriculum Departments ESC20 | 2021-2022 | In Year 2: The campus will continue to provide teachers with high quality curriculum resources and training throughout the year, making adjustments and additional resources as determined by observational evidence and student performance. | 4.1 |
| Our school district has provided resources such as Lead4ward, Eduphoria, and Performance Matters to track student data. The resources allow teachers to build tests and exit tickets, and to prioritize priority TEK needs based on student data. Teachers will be provided with training and support throughout the year for consistent implementation. Campus instructional team members will participate with the districts curriculum and formative assessment development committees. | Internal capacity building efforts, ESC Region 20, District provided professional development | 2021-2022 | Year 2, during professional training days, teachers will receive additional training on data resources such as Eduphoria, Performance Matters, and Edgenuity as determined by observational evidence. Teachers will utilize rubrics for exit tickets. Campus instructional leaders will participate with the other high school campus department heads to develop assessments, analysis tools, and review curriculum resource. | 5.1 & 5.3 |

| Critical Implementation Milestones | | |
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| <i>In this section, describe the critical implementation milestones (high-level description of actions that will be completed) that the campus and/or district will meet in each year of implementation in order to achieve the vision of full implementation of each Essential Action shared on the Turnaround Foundations tab. Milestones for the 2-3 high leverage focus areas identified in the ESF Diagnostic must be addressed first , as these are the campus' largest gaps in practice and systems (and will have the greatest impact on the implementation of other Essential Actions). The milestones listed here must be included in each year's Targeted Improvement Plan. Add rows as needed.</i> | | |
| Pre-Implementation | | Essential Action |
| During the summer, meet with accountability partner to discuss and revise observation and feedback protocol. | | 1.1 & 5.1 |
| Identify curriculum resources provided by the district and provide training on the resources available (Stem Scopes and Lead4ward) through PLCs and professional development days. | | 4.1 |
| Provide ongoing professional development trainings that focus PBIS strategies, that reinforce campus mission and vision goals. | | 3.1 |
| During the summer, develop campus instructional calendar to include protected time for meetings, assessments, data analysis and remediation. | | 5.3 |
| During the summer, refine the campus master schedule to include protected time for professional learning communities and departmental planning sessions. | | 5.1 |
| During the summer, review upcoming years budget and identify ESC Region 20 trainings to assign staff members and include on instructional calendar. | | 2.1 |
| During the summer, contact and coordinate with district curriculum personnel to schedule trainings for Edgenuity, Scope and Sequence, Eduphoria and instructional resources. | | 4.1 |
| Implementation Year 1 | | Essential Action |
| Refine observation and feedback protocol. Define the process and expectations, refine the feedback protocol rubric and train all professional staff members. | | 1.1 & 5.1 |
| Provide on-going training on district curriculum resources, identify district curriculum and provide more in-depth training on Lead4ward and Stem Scopes. | | 4.1 |
| Refine campus mission and vision statements. Refine PBIS Team focus on campus and post-secondary goal attainment. | | 3.1 |
| Campus instructional leadership has developed methods for identifying high performing staff members and developed a process to recognize their efforts and highlight their skill sets. | | 2.1 |
| Campus instructional leadership team has developed processes and procedures for teacher observation and feedback protocols, development and implementation of assessments and campus instructional planning cycle. | | 5.3 |
| Provided training to all campus instructional staff on Edgenuity, Scope and Sequence, Lead4ward, Stem Scopes and instructional resources. | | 4.1 |
| Provided training to instructional leadership members about staff retention practices and recognition processes. | | 2.1 |
| Implementation Year 2 | | Essential Action |
| Teachers continue to receive ongoing targeted professional development based on data gathered from classroom observations and review of instructional materials. | | 1.1 & 5.1 |
| Provide teachers with high quality curriculum resources and training throughout the year, making adjustments and additional resources as determined by observational evidence and student performance. | | 4.1 |
| Teachers continue to receive ongoing targeted professional development based on data gathered from PBIS Team and campus surveys. | | 3.1 |
| Instructional leaders will have the capacity to observe, monitor, and provide feedback on instructional practices to their campus colleagues. | | 5.1 |
| Campus instructional leaders develop and actively participate campus hiring protocols. | | 2.1 |
| Campus instructional leaders collaborate with district personnel on the selection, development and revision of curriculum and assessment resources. | | 5.3 |
| Refinement of campus instructional calendar continues. Ensuring that there is dedicated time for assessments, remediation, meeting and professional development time. | | 5.3 |
| Implementation Year 3 and beyond | | Essential Action |
| <i>Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation. A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.</i> | | |
| Our campus has processes and procedures for effective classroom observations and teacher feedback. Instructional leaders administration and teacher leaders participate in classroom observations. | | 1.1 & 5.1 |
| Campus instructional leadership members will attend on-going curriculum trainings through school improvement conferences, ESC20 and district curriculum trainings. | | 4.1 |
| Our campus implements faculty, student and parent surveys each year. Data obtained from the surveys is reviewed, analyzed and shared with the campus faculty to improve the cultture and climate of the campus. | | 3.1 |
| Our campus has a process for identifying staffing needs and collaboratively recruits new employees. All new employees are supported by mentors and administration through on-going dialogue and meetings. | | 2.1 |
| Provide consistent meaningful feedback to teachers about their daily instruction, lesson planning and assessment development that leads to improved student performance. | | 5.1 |
| Our campus instructional leaders and teachers consistently meet to discuss student work, assessment data, teacher data and instructional practices. Campus intitatives and procedures are adjusted as needed based on data. | | 5.3 |
| Budget and Financial Resources | | |
| <i>Funds outlined in the budget table should include any supplemental costs required to implement the turnaround plan for 2 or more years. For example, salaries for teachers and principals should not be included; however, if the initiative calls for teacher stipends to cover extra duties, those costs should be accounted for in the table.</i> | | |
| Category | Amount | Description |
| Payroll | \$ 160,000.00 | Campus based Instructional Coach ELAR (w/ Implementation duties) |
| Professional Development | \$ 35,000.00 | Carnegie Foundation Improvement Science Conference, Data Driven Instruction Training through ESC20 |
| Supplies and Materials | \$ - | N/A |
| Other Operating Costs | \$ - | N/A |
| Capital Outlay | \$ - | N/A |