

## Campus Turnaround Plan

<b>District Name:</b>	<b>District Number:</b>	<b>Campus Name:</b>	<b>Campus Number:</b>	<b>Date of Board Approval:</b>
Connally	161921	Connally Junior High	000000041	
<b>Principal:</b>	<b>Superintendent:</b>	<b>DCSI:</b>	<b>PSP:</b>	<b>ESF Facilitator:</b>
Thurman Brown	Wes Holt	Dr. Sandra Hancock	Ruth Meggs	Stephanie Kucera

**Other stakeholders involved in plan development: (add rows as needed)**

Name:	Role:
Melissa Holt and Rebecca Hunt	AVID Coordinator (Holt); AVID 7/8 elective teacher (Hunt)
April Pullen	parent/business/community
Stacy Spillman	ELAR teacher
Joe Martinez	U.S. History teacher
Marisa Garza	Math teacher

## Data Review and Gap Analysis

### Performance Trends

Problem Statement 1: Low expectations and accountability from ineffective leadership has negatively impacted student performance and campus climate conducive to student learning.

Problem Statement 2: Ineffective use of data-driven instructional time (class and intervention) has resulted in a decrease of quality time on task for learners resulting in below grade level student performance (the academic performance of learners). When reviewing 3 years of longitudinal data for the campus it was noted that the cohort of math students from grade 6 (2016) to grade 8 (2018) moved from 44 to 21 to 59% respectively. That same cohort of students in ELAR moved from grade 6 (2016) to grade 8 (2018) and scored 46, 59 and 59% respectively. Science grade 8 over that 3 year period went from 70 to 58 to 59% while social studies grade 8 went from 55 to 34 to 38%. Finally, writing grade 7 went from 46 to 38 to 43%

### Gap Analysis

<b>Domain 1 Scale Score:</b>	56	<b>Domain 2 Scale Score:</b>	58	<b>Domain 3 Scale Score:</b>	56
<b>Contributing Factors:</b>		<b>Contributing Factors:</b>		<b>Contributing Factors:</b>	

<p>The 4 core content areas at grade 6-8 are contributing to the lack of success in Domain 1, specifically Reading and Math. In ELAR we had 57% approaches, 25% meets and 9% masters. This indicates 43% of the campus is high needs in ELAR. In Math we had 59% approaches, 18% meets and 4% masters. This indicates 41% of the campus is high needs in math.</p>	<p>Reading and math at grades 6-8 are contributing to the lack of success in Domain 2. We had 231 total tests "did not meet." In the approaches band we had 66 total tests with progress N/A and 81 total tests earned 1/2 point. In the meets band we had 25 tests where progress was N/A and 23 tests received a half point.</p>	<p>The team is aware how the data from Dom 1 and 2 is sliced and diced in a different way for Dom 3, the federal domain. In Academic Achievement we met 0/18 indicators which accounts for 30%; in Growth we met 3/18 indicators which is 17% (accounts for 50% of Dom 3); ELPS we met 0/1 which is 0% (10% of Dom 3); and Student Success Status we met 0/10 which is 0% (10% of of Dom 3).</p>
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## Effective Schools Framework Diagnostic Summary

1. Diagnostic Results		
<u>Foundational Essential Action</u>		<u>Diagnostic Score</u>
1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities		1
2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators		2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations		2
4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence		3
5.1 Objective-driven daily lesson plans with formative assessments		1
<u>Essential Action</u>		<u>Diagnostic Score</u>
5.3 Data Driven Instruction		3
2. Areas of Relative Strength: <i>What Foundational Essential Actions or other campus practices were identified as relative areas of strength from the diagnostic?</i>		
Foundational Essential Action/Other Action or Practice	What contributed to your success in this area?	How will you sustain and improve upon this success over the next 2 years?

<p>4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence</p>	<p>TEKS Resource System Year-at-a-Glance provides structure for ensuring quality delivery of curriculum. Lead4Ward is used with ELAR teachers for a more prescriptive approach. ELAR teachers receive a day of PD and planning every month (year 3 of reading/writing academy). Grade level teachers have a half day of planning every month. Teachers engage in data protocols with fidelity. Data is broken down to help target areas needing to be addressed. Unit assessments, reality checks (every 3 weeks) and interim assessments are used to help identify areas where the curriculum needs additional time and attention. Essential questions are posted in classrooms across campus and graphs display level of mastery for units, concepts, standards, etc. AVID structures and protocols are embedded in the practices across campus.</p>	<p>The campus plans to continue use of the of the TEKS Resource System, Lead4Ward and AVID. Teachers are able to clearly articulate how these systems work and their role in using the tools and resources. The PLC structure allows an additional period each day for teachers to engage in work around the curriculum. We will continue to use this protocol, and maintain the WICOR Wednesday with the AVID coordinator, and the Friday PLC time with the campus principal. The district places emphasis on training and growing teachers and we will continue to do this, especially as we work to support and retain staff while bringing aboard teachers new to the campus.</p>
<p>5.3 Data Driven Instruction</p>	<p>Campus leadership follows the district developed assessment schedule for benchmarking and interim assessments. Teachers break down assessment data and submit it for review by the DCSI and PSP. Data is currently reviewed at the departmental level and with the Principal, DCSI, PSP. The principal reviews data with the department teams on Fridays during PLC time. The DCSI has brought data digs to the campus. Teachers are able to share data with collaborative study groups of students (at which time the teachers listen to student misunderstandings). Teachers are able to speak to the data practices and expectations that are required by campus/district leadership.</p>	<p>An area that the campus will work to expand upon is to bring campus leadership to the same level of understanding that teachers have about the data findings on assesments. The principal will begin engaging in coaching conversations around the data when PLC meetings are held (Impact Coaching is an option at this time).</p>

<b>3. Prioritized Focus Areas for Improvement</b>		Root Cause Analysis for Prioritized Focus Areas: For each Prioritized Focus Area identified above, what does the campus intervention team believe contributed to the lack of progress or success in prioritized areas for improvement? What, if any, other Essential Actions from the ESF are related to the root cause? Which barriers related to district commitments that have contributed to the lack of progress or success?
<b>Prioritized Focus Area</b>	<b>Foundational Essential Action</b>	<b>Root Cause(s)</b>
1	5.1 Objective-driven daily lesson plans with formative assessments	The campus has not had a clear, consistent understanding regarding the level of detail necessary for daily lesson plans targeting planning, pacing, differentiation, and formative assessment resulting from an inadequate implementation of training.
2		
3		
Optional Additional Focus Area		

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## Examination of Alternatives

*Districts and campus intervention teams should consider all possible turnaround strategies for schools that persistently struggle to deliver improved results for students. The appropriate turnaround strategy for a particular campus will depend upon analysis of school performance data, school performance trends, building utilization or enrollment trends, the success or failure of previous improvement efforts, and the local context. Below is a table describing the possible actions that districts could consider. Districts that select a School Action turnaround strategy can and should consider applying for grant funds from the TEA School Action Fund.*

Turnaround Strategy Type	Turnaround Strategy	Description
School Improvement	Improve foundational practices at the campus	<ul style="list-style-type: none"> <li>• Use the results of the Effective Schools Framework diagnostic and root cause analysis to improve ESF-related practices at the campus.</li> </ul>
School Action	Create a new school	<ul style="list-style-type: none"> <li>• Conduct a new school design process, ensuring that the plan for the new school addresses the levers of the ESF.</li> <li>• Launch a new district-managed school, with new school leadership, new staff, a new academic model, and a phase-in of grade levels.</li> <li>• Ensure that students in the current IR campus(es) are given priority in enrollment in the new school.</li> </ul>
School Action	Create a new school, managed as a partnership	<ul style="list-style-type: none"> <li>• Identify or develop a non-profit school management organization to partner with the district to develop a new school, ensuring that the levers of the ESF are addressed in the new schools.</li> <li>• Launch a new in-district charter school, managed by the partner organization, that includes new school leadership, new staff, a new academic model, and a phase-in of grade levels.</li> <li>• Ensure that students in the current IR campus(es) are given priority in enrollment in the new school.</li> </ul>
School Action	Replicate a great school	<ul style="list-style-type: none"> <li>• Identify an existing high performing district campus.</li> <li>• Support the campus leader to develop the capacity to replicate the successful campus.</li> <li>• Launch a second campus as an in-district charter school, managed by the originating principal.</li> <li>• Ensure that students in the current IR campus(es) are given priority in enrollment in the replicated school.</li> </ul>

School Action	Restart a low-performing school, using a strategic staffing model	<ul style="list-style-type: none"> <li>Restart the existing campus with new school leadership and majority of new staff, providing incentives for the highest performing teachers in the district to work on the campus.</li> <li>Implement a rigorous ESF-aligned school model.</li> </ul>
School Action	Restart a low-performing school, managed as a partnership	<ul style="list-style-type: none"> <li>Identify or develop a non-profit school management organization to partner to manage the existing campus.</li> <li>Authorize the partner organization as an in-district charter school.</li> </ul>
School Action	Redesign a low-performing school	<ul style="list-style-type: none"> <li>Conduct a new school design process, ensuring that the plan for the new school addresses the levers of the ESF.</li> <li>Launch a redesigned district-managed school with the existing campus staff, but with a new academic model.</li> </ul>
School Action	Close a low-performing school	<ul style="list-style-type: none"> <li>Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new or replicated campuses.</li> </ul>

*Districts that select any of the School Action turnaround strategies should contact the TEA Division of System Support and Innovation at [dssi@tea.texas.gov](mailto:dssi@tea.texas.gov) for additional information and support. Districts should plan to submit grant applications to the School Action Fund for campuses that meet eligibility criteria for resources to support such actions.*

### Rationale for the election of a school turnaround strategy

*Which school turnaround strategy has the campus intervention team selected?*

Improve foundational practices at the campus

*Describe why the campus intervention team selected this turnaround strategy.*

The campus has many strengths and has successfully exited school improvement in the past. The team feels confident that the improvement of foundational practices will result in needed increased student learning.

**If you have selected a School Improvement turnaround Strategy: continue to Section IV tab.**

**If you have selected a School Action turnaround strategy: continue to Section V tab.**



## Effective Schools Framework-Aligned Turnaround Plan (School Improvement)

Complete the sections below only for the 2-3 Essential Actions that were prioritized in Section II.

### Prioritized Focus Area 1

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

5.1 Objective-driven daily lesson plans with formative assessments

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Lever 5: Effective Instruction

Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?	List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?
5.1 All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments.	1. Campus will revise the lesson plan template to provide clear guidance for expectations, including clear objectives aligned to the standard, measurable student learning output, opening/closing activities, time allotments for lesson pacing, instructional activities, multiple, differentiated paths of instruction to clearly defined curricular goals and formative assessments with exemplar response. Plans will be informed by student data with frequent checks for understanding. 2. Campus will provide exemplar lesson plans as a model for staff.
5.1 All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments.	1. Campus leadership will develop a rotation schedule among administrators for lesson plan review. Plans will be monitored for alignment to the standards, scope and sequence, formative assessment, differentiation, and the expected level of rigor. 2. One to five pieces of feedback per lesson plan focused on high impact teacher actions will be provided to teacher with enough time to make recommended changes prior to lesson delivery.
4.1 Curriculum is aligned to the TEKS, including a scope and sequence broken into units and interim assessments aligned to state assessments.	1. Identify priority standards for all core subject areas in all grade levels. Revise YAG to reflect priority standards and pacing by creating a living document to be revisited routinely throughout the school year to build in time needed for corrective instruction. 2. Revise CBAs to ensure alignment to priority and supporting standards at the appropriate level of rigor to be administered a minimum of four times per year to determine if students met the learning target. 3. Teachers will engage in backwards planning utilizing formative assessment, released STAAR items, etc.
4.1 Curricular resources with key ideas, essential questions, and recommended materials are in place.	1. Identify curricular resources, key ideas, essential questions, and recommended materials, including content-rich texts to be used across classrooms. Ensure those recommended curricular pieces are used within lesson plans and during instruction through observation. 2. The campus will provide teachers with time at the beginning and throughout the year through PLC or team meetings to internalize the curriculum and its resources and make recommendations for adjustment as needed.

Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.

The campus will address the root cause regarding details necessary for quality lesson plans by developing exemplar models, working with teachers to improve lesson plan quality, and providing targeted and routine feedback through implementation.

List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.

The district will provide high quality formative assessment resources, defined elements for detailed lesson planning, assistance with identifying priority standards and developing YAGs and CBAs, assistance with utilizing Eduphoria most effectively, systems for identifying and supporting struggling learners, and practices supporting effective instruction. Currently, teachers have access to TEKS Resource System items, STAAR Maker items, STAAR Released items and Eduphoria, which houses historical assessment data for all students who have been in the system. Behavioral data is housed in Skyward. Campuses scan CBA student responses through Eduphoria and have immediate access to the results.

Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.	Describe how this other Essential Action relates to and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.
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**1.2** Focused plan development and regular monitoring of implementation and outcomes

**2.2** Build teacher capacity through observation and feedback cycles

**3.2** Explicit behavioral expectations and management systems for students and staff

**3.3** Proactive and responsive student support services

**3.4** Involving families and community

