

Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
Ector County ISD	Dr. Scott Mauri	Roberto Cedillo	Dr. Donna Smith
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Wilson & Young MOH Middle School	000000045	Anthony Garcia	Roberto Cedillo
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
	10/7/2019	Sha Burdsal-Hartzler	

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 assign 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.*

Current Implementation: Summary	
th clear roles and	Implementation Level At Diagnostic
	Beginning Implementation
	Prioritized Focus Area from ESF Diagnostic?

A list of responsibilities is provided to the members of the leadership, however, measurable goals and expectations are not given. which teacher is supervised by which administrator has been identified. Department heads meet weekly (agendas are used) and PLCs meet daily (minutes are taken at each meeting), all protocols are in place. The instructional specialists utilized agendas and data tools during PLCs, focusing on instructional topics, lesson planning and assessing. Administrators meet weekly to share training and support. Classroom walk throughs are scheduled on the weekly calendar and feedback is given quickly to the teachers though this is not consistently completed. Administrators attend one PLC/data meetings each week- agendas are used. Though PLCs provide modeling tools and techniques to the instructional staff as well as give examples of how they should be implemented in the classroom. there is little

1.1 Develop campus instructional leaders with responsibilities.	No	<p>...and techniques to the instructional plan as well as give examples of how they should be implemented in the classroom, there is no evidence of these strategies in the classroom. No evidence of job-embedded feedback loops with the leadership team was provided. T-PLESS has been implemented (by the district). Minutes from the PLC need to be completed consistently.</p>
	Full Implementation: Vision	
<p>Full Implementation will include the following: The district will continue to work toward building capacity of leaders through RELAY. Leadership team will have a list of clearly defined roles and responsibilities along with tracking tools to have evidence of completion. The Leadership Team uses agendas and record minutes during meetings, but will add a "Next Steps" category in order to outline the next steps in the process of following up from one meeting to the next and to track progress. The principal will conduct coaching sessions with assistant principals and Instructional Specialists to improve their ability to coach teachers in order to impact student learning. The principal will also create a calendar and a tracking tool to ensure leaders attends PLCs, duty stations, and other areas to observe the leadership in high leverage actions. Performance evaluations with pre-determined goals will be established and agreed upon at the beginning of the year.</p>		
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	Current Implementation: Summary	
	Implementation Level At Diagnostic	<p>The campus is currently working on a system that will show how teachers are recruited or how the success of recruitment is tracked. Administration has been working with teacher preparation programs to recruit teachers. Administration contacts candidates from different regions and interviews via skype. There is a mentoring program for first year teachers new to the campus as indicated through the handbook. Retention practices are through teacher support and growth. Administration meets weekly with department leaders to discuss campus needs and areas of focus.</p>
	Planning for Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	
Full Implementation: Vision		
<p>At full implementation, our district will work hand in hand with our campus to ensure we have a robust recruitment strategy in place including: attending college and teacher fairs, and hosting an internal referral campaign. Additionally, we will work with our HR 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 teach lesson, a teacher panel, and formal interview. We will align our interview questions to assess for content knowledge, AND culture fit around our mission/vision/values. We will add in several role plays as well. Each year we will use student data, as well as other factors (content knowledge, team diversity and experience) to place teachers in the best fit positions. We will identify our top performing teachers as an ILT. We will also strive to offer differentiated, personal learning opportunities for our staff as a retention strategy. We will assign different members of the ILT to each cohort (new teachers, proficient teachers, teacher leaders). We will place teacher leaders in other leadership roles (Grade-level chair, committee chairs, etc.) in order to build their adult leadership skills and recognize them for their success. We will provide ongoing support and training for our teacher leaders. Lastly, 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.</p>		

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 a vision statement, student creed, and specific goals that include excellence every day, community, and growth. These goals are revisited during events at school and during meetings. When a team is not showing the behaviors in line with the campus expectations, the principal will intervene with the team quickly. We have established and put in writing campus routines/procedures for how the students should arrive, dismiss, have lunch, disciplinary actions, campus management, etc. We have signs, posters, and spirit bulletin board that reflect our expectations and culture. Administrators and Teachers interact with the students in a positive manner that encourages student behavior. However, the observed systems in place were reflecting of the campus expectations. Teachers must raise the rigor in classroom instruction and activities. We need to ensure that our goals align to our written mission and vision statement and are shared among our school community. Surveys are administered to the staff infrequently. Survey data is shared with staff
	Beginning Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	
<u>Full Implementation: Vision</u>		
At Full implementation administrators and teachers will demonstrate high expectations for all students by maintaining effective campus wide routines and procedures for high leverage activities listed above, but also include routines and procedures for the first 5 minutes of class. The expectations and scripts will be developed by teachers and then practiced with each other in preparation for roll out with students. Campus leadership will also aggressively monitor teacher behaviors to ensure teachers are meeting outlined expectations using a tracking tool. Another initiative will be to implement aggressive monitoring as a way to increase student expectations for participation and learning. Teachers will be trained on aggressive monitoring in the Spring to introduce them to the concept and then make it a requirement next year.		
ed to TEKS with a year-long scope ence.	<u>Current Implementation: Summary</u>	
	Implementation Level At Diagnostic	We follow the pacing guides with calendar that are provided by the district. District YAG includes # of days in each unit, what readiness/supporting TEKS are addressed, and when the assessments are administered. The YAG and assessment calendar is organized for each content area and provides time for reteaching and reassessing. The pacing guides include units, recommended instructional materials, and a district-wide assessment that are aligned with the state standards. The assessments use released STAAR and STAAR aligned questions. The instructional documents from the district helps the teacher identify vocabulary, TEKS, ELPs, misconceptions, and what resources are available. Strategies for instruction are shared through PLC, but at this time there is no process in place to verify that the instructional strategies are being implemented with fidelity. The current focus is on Tier I instruction. We need to shift into our Tier II and III RTI as well as providing help with differentiation. During the PLC meetings professional development with the teachers was
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	
<u>Full Implementation: Vision</u>		

4.1 Curriculum and assessments align and sequ

The teachers will take ownership of the PLC process and begin breaking down the standards and completing the know/show process on their own and developing formative assessments aligned to the TEKS. Teachers will continue to follow the TEKS resource pacing guide (YAG) which is aligned to the state standards. Lesson planning will include the resources provided by the district and the State standards in order to plan with purpose. Lesson planning will continue to be focused by aligning the lesson objective with the formative assessment (exit ticket) and scripting the I Do which is the core part of the lesson. The teachers will practice the I Do part of the lesson with a partner during PLCs to increase teacher confidence and capacity to improve student learning. Assessments will be aligned to the state standards as well as the rigor of the STAAR test by using released test questions. The campus will increase engagement and rigor in lessons by teaching and establishing habits of evidence in students. The students will be taught to annotate with purpose by summarizing, analyzing, and finding the best evidence. Teachers will also reinforce habits of evidence by requiring students to site evidence during each lesson. Instructional calendar will reflect assessments, planning including reteach, data digs, mini PD, know/shows etc. and PLC Agendas that include next steps. The curriculum and Instruction department will continue to provide ongoing professional development that is focused on curriculum and alignment to the TEKS.

Current Implementation: Summary

Implementation Level At Diagnostic	All campus teachers use the district lesson plan template on Eduphoria which includes essential content, connection, instruction through inquiry, student support, and demonstration of knowledge. English and Math teacher teams use PLCs to plan lessons. Teacher submit lesson plans weekly. Administrators, department heads, and instructional specialists conduct walkthroughs and lesson plan checks. Administrators check lesson plans for completeness on content and provide feedback. Most teachers are posting objectives in the classrooms. Instructional specialist prep for all PLC meetings.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

Full Implementation: Vision

At full implementation, all teachers will submit weekly lesson plans on Monday and one week in advance. The lesson plans would be aligned to a scope and sequence. Lesson plans will be at the rigor of the TEKS and be driven by student data. The lesson plans will include several checks for understanding. During classroom observations, the lesson plans will be executed with fidelity. Administrators will review lesson plans Monday-Wednesday before being taught. There is 1-5 specific pieces of feedback will be given to teachers to act on and align the lesson plans. Administrators will calibrate on teacher feedback and have a protocol for what to look for in lesson plans. There will be a clear process for teachers to change and submit final lesson plans by the weekend prior to the lessons being taught.

5.1 Objective-driven daily lesson plans with formative assessments.

Current Implementation: Summary

5.3 Data-driven instruction.

Implementation Level At Diagnostic	<p>Prior to day 1 of school, the master schedule was built to provide every ELAR and math team a dedicated time every day to have PLC/DDI meetings. During the daily allotted time, teacher teams focus on the PLC/DDI process which includes curriculum & assessment alignment, data analysis, reteach plans and appropriate instructional materials. We currently have instructional specialists facilitating the PLC/DDI meetings. The instructional specialist utilize a calendar to identify days when DDI/assessments/reteach/reassessment days will be in order for each meeting to be efficient and effective. After each assessment, the teams priority is to analyze the assessment data in order to build a reteach / reassessment plan.</p>
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	
Full Implementation: Vision	
<p>At full implementation, the teachers take ownership in their data and facilitate the PLC/DDI meetings. Students are monitoring and tracking their own data. There is a consistent and timely process for the next tier of intervention. Analyzed data will be used to adjust lesson plans and re-teach. The data will also be used to create groups of students that will receive intervention either during the school day or after school. The data will also determine the TEKS that teachers will unpack through creating a know/show of the skills students must have to be successful on that TEKS and use the teacher and student exemplars to find gaps in learning. The master schedule will include a PLC period daily for teachers to meet. PLCs will be done with fidelity. The goal is to build capacity in teachers by ensuring they understand the standards and the instructional resources. The DDI process will drive instruction.</p>	