

## Campus Turnaround Plan

<b>District Name:</b>	Harlandale ISD	<b>County-District Campus Number (CDCN):</b>	015904105
<b>Campus Name:</b>	Stonewall Flanders	<b>Grades Served:</b>	Pre-K - 5

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Dr. Traci Smith	Principal
Kristy Suarez	Academic Dean
Melissa Casey	DCSI
Betty Damiani	PSP
Krystal Aguillon, Janie Rodriguez, Bernardino Rocha, Theresa De Los Santos	CLT Members
Brook Syring, Martin Garcia, Maribel Howard, Angelica Barrientos	CLT Members

### Campus Administrative Team

Please complete the following information for all members of the campus administrative team (including principal, principal's supervisor, assistant principals, any campus-embedded instructional coaches, and any other administrative staff responsible for the implementation of the plan presented here.

Name:	Current Role:
Dr. Traci Smith	Principal
Kristy Suarez	Academic Dean
Louis Torres	Assistant Principal

### Historical Narrative and Campus Vision

Include a historical narrative that succinctly describes the history of the campus that has led to under performance. Use the problem statements identified during the systemic data analysis to frame the narrative. Do not exceed 3000 characters.

Stonewall Flanders has 560 students enrolled. 90.8% of the students enrolled are economically disadvantaged, 31.9% bilingual, and 8.27% of students are identified as special education. In the most recent district equity plan, Stonewall Flanders has 40.35% of their teachers with less than 2 years of experience. Teacher retention has been a concern with 18 new teachers to the campus in 2016-2017 and 11 new teachers in 2017-2018.

**2015 Accountability Summary Met Standard**

Did not meet index 1 - 59  
Met Index 2 - 40  
Index 3 - 31  
Index 4 - 12  
Reading All Students 59%; ELL 45%  
Math scores not reported  
Writing All Students 54%; ELL 58%  
Science All Students 63%; ELL 60%  
Distinction: Academic Achievement in Science

**2016 Accountability Summary Improvement Required**

Did not meet Index 1 -50,  
Did not meet Index 3 -27  
Met Index 2 - 39  
Index 4 - 12  
Reading all students 52%; ELL 49%  
Math All Students 49%; ELL 56%  
Writing 35%; ELL 23%  
Science 63%; ELL 63%  
No distinctions

**2017 Accountability Summary Improvement Required**

Did not meet standard Index 1 Student achievement -53  
Did not meet Index 3 closing performance gaps -27  
Met Index 2 student progress - 50

**Include the campus vision.**

Stonewall Flanders Elementary, a school where staff, students, and parents work collaboratively to foster learning in our children to achieve his/her fullest potential in becoming independent learners and thinkers.

## Needs Summary and Turnaround Plan

**Systemic Root Cause(s):** *Describe the systemic root cause that has led to low student performance.*

2016 Targeted Improvement plan identified the following root causes by content.

Reading Root Cause: Teachers need job embedded training to effectively implement Balanced Literacy.

Writing Root Cause: Campus did not effectively implement a consistent writing plan across grade levels Pre-K -5.

Math Root Cause: K- 5 teachers are not consistently planning and delivering lesson that are aligned to the TEKS, to include concrete, pictorial, abstract.

Science Root Cause: Inconsistent, ineffective instruction due to lack of science content knowledge and training for K-5 teachers.

In October/November 2017, DCSI, PSP and CLT led the campus in determining the turnaround root cause. It was determined the root cause was ineffective instructional practices as a result of lack of intentional planning and content knowledge.

**Turnaround Strategy:** *Describe your approach to resolve the systemic root cause and improve student outcomes.*

Professional Learning Communities with job embedded professional development will be Stonewall Flanders' turnaround strategy. PLC will incorporate:

-Region 20 Professional Learning Communities (7 Sessions for all staff)

-District staff will provide support through content specialists and instructional coaches in order to improve teachers' content knowledge.

-Structured agenda and meetings will provide time for teachers to use TEKS resource -System for planning lessons and assessments.

-Data analysis will occur weekly in PLC. Teachers will access, review and analyze data to inform instruction.

-K-5 teachers will participate in reading professional development in order to implement leveled reading program across K-2 and grades 3-5 which will increase guided reading instruction to 90 minutes daily.

-Students will participate in flexible reading groups based on individual formative assessments to determine and monitor reading levels.

In addition, Harlandale ISD will assign two district instructional coaches to the campus to provide support to teachers in reading and math instruction.

**Outcome:** *Describe how the turnaround strategy will help the campus achieve its vision.*

As a result of increasing the quality and amount of time teachers at Stonewall Flanders meet to design lessons, receive/share face to face professional development, and analyze school wide data, instruction in the classroom will be enhanced which will result in increased student achievement in all PreK-5th content areas

**Annual Goals:** *to be completed upon receipt of 2018 preliminary rating*

**Processes/Procedures:** *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*

Stonewall Flanders turnaround initiative is to establish professional learning communities which will foster a school wide systemic process to ensure TEKS based lessons and assessments aligned to engaging interactive instruction with sustained ongoing professional development and in depth data analysis of student data in order to monitor progress.

Professional Development:

- Provide opportunities for teachers to meet in PLCs weekly and each 6 weeks to collaborate on lesson planning, professional development, and data analysis.
- 3rd -5th grade will meet by content teams weekly to ensure curriculum alignment, vertical alignment teams and each six weeks by horizontal teams.
- Establish structured PLC using research based strategies/protocols providing intentional planning with structured agendas.
- All teaching staff will be engaged in research based PLC training from Region 20 (7 sessions) to establish PLC norms and expectations.
- During PLC, ongoing content training will be provided by district content curriculum specialist.
- Professional development will also be provided for individualized instruction and assessment.
- Intensive training on reading assessments and protocols to provide flexible reading schedule will be ongoing.
- District will assign instructional coaches to campus to support professional development and implementation.
- Campus instructional coaches will provide support as determined by principal.
- Administrators will attend professional development and conduct walk throughs to observe implementation and follow up with coaching sessions.
- District benchmark will be administered as per district assessment calendar. Data will be used to measure student progress and identify student needs.
- Increase achievement on STAAR

Lesson Plans:

- Teachers will practice backward design lesson planning beginning with calendaring the unit and then creating unit assessments.
- Teachers will use TEKS resources system for lesson planning.
- Teachers will use assessment results and data to monitor effectiveness of instruction.
- Lesson planning will be facilitated by district staff to ensure alignment to TEKS. -Teachers will develop plans for identified small groups, intervention/enrichment, to meet student needs and close gaps.
- Teachers will plan for the use of technology programs designed to provide individualized instruction (intervention/enrichment)

Data Analysis:

- Teachers will be trained to access, review, and utilize data to inform instructional decisions.
- Following each assessment, teachers will review data by content area, student, and TEK. -Campus administrators will facilitate data discussions by content in data rooms.
- Data will be used to group students and provide instruction.
- Small group and whole group needs will be identified by data with teacher developed action plans to address
- TEKS that have not been mastered will be retaught.
- Other data sources to be reviewed will include an annual Region 20 MAPP visit (Parent, Student, teacher perceptual data) and principal PLC survey (semester).

**Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.**

Processes and Procedures Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	ESC20 PLC Training	7 Sessions 18-19	Principal, Teacher				Select	
	Data Disaggregated Training in order to make data driven decisions	Fall 2018- ongoing	Principal District C & I				Select	
	Weekly PLC (3 <sup>rd</sup> -5 <sup>th</sup> Vertical by content)/Agenda & Master Calendar	2018-2019, 2019-2020	Principal				Select	
							Select	
	6 Week PLC (Horizontal Grade level)	School Calendar	Principal				Select	

<b>Intermediate: (Implementation)</b>	Lesson planning-TEKS Resource System and Assessment	Weekly Lesson Plan	Campus administration				Select	
	Professional Development –Content area Professional Development	Weekly Agenda	Campus Administration				Select	
	District Benchmarks	Per District Calendar	Academic Dean				Select	
<b>Long-Term: (Results)</b>	TTESS data	April-May 2018,2019	Principal				Select	
	STAAR Data	May 2019, May 2020	Principal				Select	

<b>Processes/Procedures Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
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**Organizational Structure:** *How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of the turnaround initiative?*

- Finalize revised Master schedule to be adjusted to reflect key strategy, weekly and 6 week PLCs and flexible reading groups k-2, 3-5.
- Money will be budgeted to accommodate for substitutes to implement full day PLC every 6 weeks.
- Campus administration will initially facilitate PLCs with transition to teacher led PLC. During PLC training and through PLC participation teachers will be learn how to plan and facilitate PLCs.
- PLC calendar will be provided to district curriculum support staff to allow for staff to participate and collaborate with campus staff. Curriculum and Instruction Coordinators and Instructional Coaches will facilitate professional learning through classroom modeling, professional development, and participation in PLCs.
- Staff roles and responsibilities will be redesigned by flexible reading initiative.
- Weekly PLCs will be structured by vertical teams in grades 3rd -5th and horizontal teams in K-2. PLC agendas will include lesson planning for Tier I instruction, data analysis, and professional development.
- 6 Weeks PLC will be organized by horizontal grade level teams.
- District benchmark will be administered as per district assessment calendar. Data will be used to measure student progress and identify student needs.
- Increase achievement on STAAR
- Flexible Reading Initiative:
  - Staff roles and responsibilities will be redefined to allow for flexible reading groups K-2 and 3 -5.
  - Teaches will receive training on universal screener (Fountas & Pinnell) and use formative assessment to level students into groups and monitor student progress.
  - Teachers will be trained to level books to create leveled classroom libraries.
  - Campus will maintain leveled library for teacher check out.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Organizational Structure Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	Training - Flexible Reading Groups/Reading Screeners	August -September 2018	Principal & Teachers				Select	
	Master Schedules PLC & Flex reading group	August 2018 & August 2019	Principal				Select	
							Select	
							Select	
<b>Intermediate:</b> (Implementation)	Flex Reading Program	2018-2020	Principal & teachers				Select	
	Individual formative data analysis to monitor progress	Ongoing	Principal & teachers				Select	
							Select	
							Select	
<b>Long-Term:</b> (Results)	EOY Reading Assessments	May 2019, May 2020	Principals & Teachers				Select	
	STAAR	May 2019, May 2020	Principals & Teachers				Select	
<b>Organizational Structure Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
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<b>Organizational Structure Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
<b>Capacity and Resources:</b> Describe the staff, training, and resources that are required to implement the plan. (Specify any new full time employees as a result of the initiative. Describe how personnel resources are different from the previous school year.)								

-Master schedule to be adjusted to accommodate flexible reading groups k-2, 3-5 and weekly and 6 week PLCs.

-Staff required to implement the plan include:

- Principal
- administrations
- teachers
- RTI
- ARI teacher
- Dyslexia teacher

-Campus Support Staff will serve/support students to allow teachers time participate in weekly PLC. Support staff will also be instrumental in flex reading groups.

-Substitutes will be provided to allow teacher to participate in 6 weeks PLC.

-Content coordinators and instructional coaches will provide on-going professional development with follow-up support as needed

-Additional contract staff will provide individualized or small group to identified students as needed.

New staff to be assigned to campus to implement plan:

- Reading Instructional Coach
- Math Instructional Coach

-District benchmark will be administered as per district assessment calendar. Data will be used to measure student progress and identify student needs.

-Increase achievement on STAAR

**Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.**

Capacity and Resources Implementation	Activity <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Provide ESC 20 PLC Training	Fall 2018	Principal, District Staff				Select	
	Flex Reading program Fountas & Pinnel Kits and training	Aug-18	Principal				Select	
	Campus based instructional Reading & Math Coach	Aug-18	Principal				Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Ongoing PD from District C & I Staff	2018-2019, 2019-2020	Principal, District Staff				Select	
	Campus based reading and math coaches support teachers in PLC and as assigned by principal.	2018-2019, 2019-2020	Principal				Select	
							Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	EOY Assessment all content	May 2019, May 2020	Principal & Teachers				Select	
	STAAR All content	May 2019, May 2020	Principal & Teachers				Select	

<b>Capacity and Resources Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
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**Communications:** *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

Post campus turnaround plan with vision on website prior to board approval in order to allow parents and community to review and give written feedback on the plan.

- MAPPS survey will be conducted annually by Region 20. MAPPS survey includes perception data from parents, teachers, and students.
- Campus principal will conduct informal PLC surveys to gather teacher input.
- Parent conferences will be scheduled a minimum of one time per semester. Students will lead parent conferences and share current reading and math levels, data binders, and goals.
- Communication with teachers:
  - email
  - bulletins
  - announcements/faculty meetings/PLCs
  - social media
- Opportunities for parent participation and parent feedback:
  - School based decision making meetings
  - Principal's coffee
  - Curriculum nights
  - PTA meeting
  - Parent Volunteers
  - Afterschool and evening open houses
  - Dinner winners
  - Others as scheduled by campus administration
- Parent Support/Training:
  - Parent will have access to TEKS resource System.
  - Ongoing parent training will be provided for homework support.

-Increase achievement on STAAR

**Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.**

<b>Communication Implementation</b>	<b>Activity (Actions/Processes)</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes (Goal/Target)</b>	<b>Results (Outcomes/Data)</b>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Parent Training TEKS Resource system	Fall 2018	Principal, Social Worker Counselor , Teachers				Select	
		Fall 2019					Select	
	Homework help training	Fall 2018	Principal, Social Worker Counselor , Teachers				Select	
		Fall 2019					Select	
	Saturday, Student led Parent /Conferences	1 X per semester 2018-2019, 2019-2020	Principal, Teachers				Select	

<b>Intermediate:</b> <i>(Implementation)</i>	PLC Survey	1 X per semester 2018-2019, 2019-2020	Principal				Select	
	Parent Involvement Calendar	2018-2019, 2018-2019	Principal				Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	ESC 20 MAPP Visit	Spring 2019, Spring 2020	Principal, District				Select	
	STAAR All content	May 2019, 2020	Principal, Teachers				Select	

<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>

**How will you allocate campus and district funds for this initiative?**

Category	Amount	Description
Payroll	\$100,000	Campus based instructional coach (2) - 1 reading, 1 math
Professional Development	\$25,000	Region 20 PLC (7 sessions) Training, Fountas & Pinnel
Supplies and Materials	\$15,000	Fountas & Pinnell Kits
Other Operating Cost	\$75,000	MAPPS, Extra duty, substitutes, tutoring, retired certified professional
Capital Outlay		

**In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).**

<b>CSF 1: Coherent Curriculum and Assessment</b>	Lesson planning and implementation will also be a focus of PLC. Teachers will implement backward design and the TEKS resource System in planning. Structured PLC will include intentional planning. Weekly PLCs in grades 3-5 will be organized by content teams weekly to ensure curriculum alignment. During PLC, ongoing content training will be provided by district content curriculum specialist. Professional development will also be provided for individualized instruction and assessment. Intensive training on reading assessments and protocols to provide flexible reading schedule will be ongoing. District will assign instructional coaches to support professional development and implementation. Two full time instructional coaches, one in reading and one in math, will be campus based.
<b>CSF 2: Leadership Effectiveness</b>	Campus administration leads campus PLCs. Campus administration will attend PLC training and content training. Campus administration will participate in book study Get Better Faster (Bambrick). Campus administration will be mentored/coached by district colleague. Administrators will conduct campus walkthroughs.



<p><b>CSF 3: Teacher Quality</b></p>	<p>Administration walkthroughs followed by coaching. Establish structured PLC using research based strategies/protocols with structured agendas. All teachers will participate in weekly PLC (60/90 minutes) and one full day PLC each 6 weeks. Professional development in PLC will be ongoing. All Stonewall Flanders staff will participate in ESC20 PLC training (7 sessions) District content specialist will conduct content specific training. Professional development on assessment and flexible reading program will also be conducted. Instructional coaches will be campus based to provide support (1 reading, 1 math). District instructional coaches will provide support as determined by principal. Administrators will attend professional development and conduct walk throughs to observe implementation and follow up with coaching sessions.</p>
<p><b>CSF 4: Family/Community Engagement</b></p>	<p>Parent training with homework support. Parent access to TEKS Resource System, Student led parent conferences, parent conferences</p>
<p><b>CSF 5: School Climate and Culture</b></p>	<p>ESC 20 MAPP visit to be completed annually at the end of year. MAPP visit will include teacher, student, and parent perceptual data. Conduct teacher surveys on effectiveness of PLCs.</p>