

Campus Turnaround Plan

District Name: STEP Charter School	District Number: 101-859	Campus Name: STEP Charter II	Campus Number: 102	Date of Board Approval:
Principal: Mr. William Clark	Superintendent: Mr. William Clark	DCSI: Dr. Debi Russell	PSP: Mr. Jay Stailey	ESF Facilitator: Nancy Webster and Cathleen Raffield

Other stakeholders involved in plan development: <i>(add rows as needed)</i>	
<u>Name</u>	<u>Role</u>
Ms. Janette Babin	Assistant Principal

Data Review and Gap Analysis

Performance Trends

STEP Charter II has been labeled Improvement Required for the past two years. The campus has seen an increase in Reading, but a slight decrease in Math scores over this time period. In Reading, the campus increased by 15% from a score of 37% Level II satisfactory (passing standard) for the 2016-2017 school year to 52% approaches grade level standard in 2017-2018. The campus saw a slight decrease of 2% in Mathematics from 58% Level II satisfactory (passing standard) for the 2016-2017 school year to 56% approaches grade level standard in 2017-2018. The campus only included kindergarten through grade 3 for the 2016-2017 school year. The writing scores for the 2017-2018 school year were 61% approaches grade level standard, which met the state average.

2017-2018 TIP Problem Statements:

Students in third and fourth grade are not performing on grade level in reading. Students in third and fourth grade are not performing on grade level in math.

Gap Analysis

Domain 1 Scale Score:	56	Domain 2 Scale Score:	58	Domain3 Scale Score:	30
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<p>Contributing Factors: All subjects raw score: 30 (55/27/8) Reading raw score: 31 (52/31/10) Math raw score: 31 (56/25/11) Writing raw score: 28 (61/22/0)</p> <p>Reading, Math and Writing all fall below the raw score target of 35.</p>	<p>Contributing Factors: Academic Growth: Overall 61% of the students gained one year of growth. In the area of Reading, 52% scored at the "approaches grade level" mark, however, 63% made at least one year of growth in this subject. In the area of Mathematics, 56% of the students scored at the "approaches grade level" mark, but 59% of them demonstrated one year of growth. Relative Performance: When compared to campuses with the same percentage of economically disadvantaged students (82.4 - 82%), the campus fell in the lowest performance group. The target for this component of the Domain was 34 and the campus scored a 30.</p>	<p>Contributing Factors: In grade level performance and academic achievement, our students are performing below the state average for both reading and mathematics. The campus met 0 of 15 indicators that it was evaluated on in Domain 3. Academic Achievement: Student groups were an average of 13% away from the target in Reading with the exception of the African American student group. This group was 39% above the target for Reading. The Economically Disadvantaged student group was only 2% below the targeted performance. In Mathematics, all student groups averaged 21% away from the target with no individual student group scoring within 10% of the target. Growth Status: Reading assessments for all students were an 3% away from the target, whereas Mathematics assessments for all students were 12% away from the target. Hispanic students met the growth target in Reading. Student Success: All students in Student Success were 17% away from the target. The closest student group to the target was Economically Disadvantaged at 8% away from the target. Hispanic students scored 16% away from the target.</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	2
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	3
4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence	2
5.1 Objective-driven daily lesson plans with formative assessments	2
<u>Essential Action</u>	<u>Diagnostic Score</u>
5.3 Data Driven Instruction	1

2. Areas of Relative Strength: *What Foundational Essential Actions or other campus practices were identified as relative areas of strength from the diagnostic?*

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?
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	The vision is created and seen on a sign outside of the campus with core values posted in the main hallway. Students and teachers understand the high expectations for behavior and the systems that are in place. All stakeholders have a shared ownership for student success.	The campus administration will continue to monitor and maintain the vision and core values of the school and the high expectations for student. All new staff members will be trained in our core philosophy and returning staff members will be provided with ongoing training on all aspects of school culture.

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3. Prioritized Focus Areas for Improvement	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?
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Prioritized Focus Area	Foundational Essential Action	Root Cause(s)
1	5.1 Objective-driven daily lesson plans with formative assessments	There was not a process for determining students' learning needs and helping teachers create differentiated lessons to meet those needs.
2	5.3 Data driven Instruction	Teachers at STEP Charter II did not have a structured plan in place to support data driven instruction.
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"> • Use the results of the Effective Schools Framework diagnostic and root cause analysis to improve ESF-related practices at the campus.
School Action	Create a new school	<ul style="list-style-type: none"> • Conduct a new school design process, ensuring that the plan for the new school addresses the levers of the ESF. • Launch a new district-managed school, with new school leadership, new staff, a new academic model, and a phase-in of grade levels. • Ensure that students in the current IR campus(es) are given priority in enrollment in the new school.
School Action	Create a new school, managed as a partnership	<ul style="list-style-type: none"> • 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. • 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. • Ensure that students in the current IR campus(es) are given priority in enrollment in the new school.
School Action	Replicate a great school	<ul style="list-style-type: none"> • Identify an existing high performing district campus. • Support the campus leader to develop the capacity to replicate the successful campus. • Launch a second campus as an in-district charter school, managed by the originating principal. • Ensure that students in the current IR campus(es) are given priority in enrollment in the replicated school.

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

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 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.

We believe that we have the structures in place at the campus and district level to successfully implement the actions needed to improve and sustain gains in student achievement.

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. Create new lesson plan templates to be used by all teachers to address the specific components of clear objectives, opening activities, differentiated instruction based on small group instruction that leads to a clearly defined curricular goal and a means of formative assessment. 2. Train teachers in the use of the lesson plan templates. 3. Campus administrators will collect lesson plans from all teachers on a weekly basis and give feedback for improvement.

4.1 Curriculum is aligned to the TEKS, including a scope and sequence broken into units and interim assessments aligned to state assessments.

1. Curriculum calendars will be created to ensure that the scope and sequence for each class will cover the TEKS. 2. District created curriculum based assessments will be aligned to the scope and sequence of these curriculum calendars to check for mastery of objectives and track areas for reteaching.

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

To counter the lack of a process for determining students' learning needs and to help teachers create differentiated lessons to meet those needs, curriculum based assessments will be given every three weeks, the data will be analysed and used to create differentiated lessons to address learning needs.

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

<p>1. The Chief Academic Officer and instructional coaches will work with the teachers to create curriculum calendars that ensure that all classes cover the TEKS for their grade level and subject. 2. The district will create lesson plan templates and train all teachers in their use. 3. The district will create curriculum based assessments based on the TEKS from the scope and sequence to be given every three week.</p>	
<p>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.</p>	<p>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.</p>
<p>1.2 Focused plan development and regular monitoring of implementation and outcomes</p>	
<p>2.2 Build teacher capacity through observation and feedback cycles</p>	
<p>3.2 Explicit behavioral expectations and management systems for students and staff</p>	
<p>3.3 Proactive and responsive student support services</p>	
<p>3.4 Involving families and community</p>	
<p>5.2 Effective classroom routines and instructional strategies</p>	<p>Instructional coaches will work with teachers to continue implementation of small group instruction, hands-on activities, guided reading and books clubs, continuous use of student technology and spiral review.</p>

Prioritized Focus Area 2

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

5.3 Data driven Instruction

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?

5.3 A continuous data review process is in place, including aligning assessments, analyzing interim and formative assessments, and taking action based on results through corrective instruction.

1. District will create curriculum based assessments based on the scope and sequence of each core class in 2nd -5th grade. 2. Curriculum based assessments will be given to each class during the third, sixth and ninth week during the first, second and third cycle. 3. Data from these assessments will be analysed and plans will be created to reteach students in the areas where they show deficits. 4. Areas of group deficit will be retested on the following curriculum based assessment.

5.4 Students who have significant learning gaps or who lack key foundational skills are targeted for immediate interventions.

1. All students will take the NWEA MAP assessment in reading and math at the end of each nine week cycle. 2. Data from the MAP assessments and the curriculum based assessments will be analysed. 3. Students showing deficits will receive tutorials either before or after school. 4. Students will be grouped within the classroom so that deficits can be addressed during small group differentiated instruction.

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

To counter the lack of a structured plan to support data driven instruction, the Chief Academic Officer and instructional coaches will meet with the teachers during the week immediately following each district created curriculum based assessment to review data, monitor student growth and create plans for differentiated instruction. Data meetings will also be held with the teachers prior to the start of the school year to discuss STAAR data and following each administration to discuss data from the MAP.

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

<p>1. The district will create curriculum based assessments to be given during the third, sixth and ninth week of each nine-week cycle. 2. The district will purchase a data analysis system to score assessments within 24 hours and analyse the data. 3. The Chief Academic Officer and academic coaches will meet with teachers during the week following each assessment to review data and plan remediation to address deficits.</p>	
<p>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.</p>	<p>Describe how this other Essential Action relates 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.</p>
<p>1.2 Focused plan development and regular monitoring of implementation and outcomes</p>	
<p>2.2 Build teacher capacity through observation and feedback cycles</p>	
<p>3.2 Explicit behavioral expectations and management systems for students and staff</p>	
<p>3.3 Proactive and responsive student support services</p>	
<p>3.4 Involving families and community</p>	
<p>5.2 Effective classroom routines and instructional strategies</p>	

5.3 Data-driven instruction		
5.4 RTI for students with learning gaps	The DMAC system will be used to analyse STAAR data for all 4th, 5th and 6th grade students at the beginning of the school year. Intervention plans will be created for students with deficits. Deficits will be addressed through differentiated instruction in class (small group) and tutoring before and/or after school. All additional assessments will be evaluated and needs will be addressed in the same way.	
List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.		
The district will purchase the DMAC system. The instructional coaches will work with the teachers on a weekly basis to support them in creating differentiated instructional plans, based on the data reports from DMAC to support students in their areas of deficit.		
Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)		
Personnel from Region 4 Educational Service Center will train the teachers, school administrators and district personnel in the use of the DMAC system and in using the reports created by the system to support differentiated instruction.		
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		
Professional Development		
Supplies and Materials	\$2,925.00	DMAC - assessment creation and analysis
Other Operating Costs		
Capital Outlay		
<i>Implementation Plan for Prioritized Focus Area #2 (This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.</i>		

Action (s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action(s)	Results for the Action(s)	Next steps (will result in additional action(s))

Prioritized Focus Area 3

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

Which Prioritized Lever does this Foundational Essential Action fall under?

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?

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

List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.	
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 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.
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	
5.2 Effective classroom routines and instructional strategies	
5.3 Data-driven instruction	
5.4 RTI for students with learning gaps	
List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.	

Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

Budget and Financial Resources

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.

Category	Amount	Description
Payroll		
Professional Development		
Supplies and Materials		
Other Operating Costs		
Capital Outlay		

Implementation Plan for Prioritized Focus Area #3 *(This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.*

Action(s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action(s)	Results for the Action(s)	Next steps (will result in additional action(s))

Optional Additional Focus Area *(only complete this section if the campus will focus on an additional area not captured in the ESF)*

Describe what the campus will focus on and the overall approach to improving in this area.

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

List the district actions that the district will take to assist the campus in achieving improvement in this area.

Who will support the district and campus in making improvements in this area? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

Budget and Financial Resources

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.

Category	Amount	Description
Payroll		
Professional Development		
Supplies and Materials		
Other Operating Costs		
Capital Outlay		

Implementation Plan for Optional Additional Focus Area *(This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.*

School Action Turnaround Plan

If the campus is completing a grant application for the TEA School Action Fund, the information included in this section must align with the activities included in the grant.

Which School Action will the district/campus take?

If you selected a new school managed by a partner organization or a restart managed by a partner organization, describe how you have or will select and authorize the partner organization.

If you selected a replicated school, explain how and why you selected the originating campus to be replicated.

If you selected a redesign of an existing campus, explain how you selected a redesign partner (organization that will support the redesign of the campus). *Note that if you apply to the School Action Fund, TEA may match you with a school redesign partner.*

How will you ensure that the campus (whether new, replicated, restarted, or redesigned) effectively addresses the levers of the Effective Schools Framework?

List the major milestone, by month, for the activities necessary to plan and execute the school action.

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What staffing actions will the campus or district take as a result of the school action?

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Student Outcome Tracking: Describe how the campus and district will track student outcomes on the campus throughout implementation of the turnaround plan (including what data will be collected and when). If applicable, how will the district track and improve the outcomes for students that are moved to another campus within the district?

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Budget and Financial Resources

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.

Category	Amount	Description
Payroll		
Professional Development		
Supplies and Materials		
Other Operating Costs		
Capital Outlay		