Campus Turnaround Plan

District Name:	District Number:	Campus Name:	Campus Number:	Date of Board Approval:
San Angelo Independent School District	226903	Lincoln Middle School	000000045	

Principal:	Superintendent:	DCSI:	PSP:	ESF Facilitator:
Christy Diego	Dr. Carl Dethloff	Dean Munn	David Bedford	David Bedford

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

Name:	Role:
Farrah Gomez	Executive Director of Schools
Katheine Rudolf	Instructional Coach
Beth McAda	Counselor / History Teacher
Kimberly Morgan	Teacher - Special Education
Tammy Hayes	Teacher - ELAR
Eloisa Griffin	ESL Support Specialist

Data Review and Gap Analysis

Performance Trends

In 2016, 2017, and 2018 the campus failed to meet the standard for student achievement. In 2017 and 2018 the campus failed to meet the standard for student/school progress.

* Problem Statement 1 (2017): 54% of All Students met the Approaches Grade Level standard on the ELAR assessments in 2017. (Reading + Writing)

* Problem Statement 2 (2017): 45% of All Students Met or Exceeded Progress on the reading assessment in 2017.

* Problem Statement 1 (2018): In 2018, 58% of students maintained proficiency or met/exceeded targeted growth in reading.

* Problem Statement 2 (2018): 74% of all students scored below grade level in ELAR on the 2018 STAAR assessment.

Gap Analysis

Domain 1 Scale Score:	58	Domain 2 Scale Score:	59	Domain 3 Scale Score:	63
Contributing Factors:		Contributing Factors:		Contributing Factors:	

The percentage of students scoring at meets and masters is significantly lower than those scoring approaches in all content areas: reading, writing, math, science, and social studies. For "All Subjects", 25% of students performed at Meets or Above vs. 54% at Approaches. ELAR Approaches = 55%: Meets or Above = 26%. Math Approaches = 58%; Meets or Above = 28%. Writing Approaches = 51%; Meets or Above = 27%. Science Approaches = 53%; Meets or Above = 28%. Social Studies Approaches 47%; Meets or Above = 18%	Lack of student growth in 6th grade ELA and math as compared to student growth in 7th grade reading/math and 8th grade reading and math. Approximately 20% of 6th graders met or exceeded progress in ELA whereas 58% of 7th and 72% of 8th graders met or exceeded progress.	The campus only met 2 out of the 18 evaluated measures for academic achievement and 1 ot of 18 evaluated measures for growth status. For all students ELAR and math the gap between performance and the target is -18 with the largest gaps exhisting in the white student population at -26 ELAR and -24 math. For growth, the ELAR gap for all students was -8 and for math, -14 with the greatest gaps in the non-continuously enrolled sub-population at -14 for ELAR and -18 for math.

Effective Schools Framework Diagnostic Summary

1. Diagnostic Results

Foundational Essential Action	Diagnostic Score
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	3
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	1
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
Essential Action	**Diagnostic Score**
5.3 Data Driven Instruction	3

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?
4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence.	The district addition of a curriculum and instruction department and written curriculum documents for the four content areas. District initiatives including embedded coaching in the area of literacy instruction as well as math have contributed to success.	The district will continue to support district curriculum writers to continuously revise and update the district's curriculum and assessment documents.
2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators	The campus had the lowest rate of turn over among the district's three middle school campuses. District and campus recruitment efforts were made to fill all vacancies at the earliest time possible with qualified staff.	Continue to provide on-going support for teachers in multiple ways: Academic support with coaching through Scholastic, Math Solutions, Capturing Kids' Hearts, Behavior Supports, Restorative Discipline, Mentor Council, New Teacher Academy. The addition of a second full time Instructional Coach to have a more refined focus with ELA/SS/Humanities and Math/Science/STEM.

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?

Prioritized Focus Area	Foundational Essential Action	Root Cause(s)
1	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	Lack of communication, involvement and accountability with/for all stakeholders resulting in inconsistent expectations for behavior and learning
2	5.1 Objective-driven daily lesson plans with formative assessments	Lack of priority, urgency and systems in place to prioritize adult's time for evaluating and providing feedback around daily lesson plans
3		
Optional Additional Focus Area		

Continue to Section III Tab

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	•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	• 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	• 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	• 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	• 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	• 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	• 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	• 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.

Lincoln Middle School made considerable progress last year due in large part to addressing targeted elements and implementing district initiatives. The focused efforts of last year in combination with additional targeted efforts will lead to continued improvement and acceptable performance at a minimum. More drastic measures are not necessary at this time.

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)?
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations
Which Prioritized Lever does this Foundational Essential Action fall under?
Prioritized Lever 3: Positive School Culture

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?
3.1 The campus vision, mission, goals, and values are informed by students and staff.	1. Garner initial input regarding current vision, mission and values through surveys, parent panels and student kivas in the first quarter. 2. CLT compiles feedback and prepares stakeholder presentations for additional feedback. 3. CLT makes revision based on second round of feedback and posts for comments. 4. CLT makes final revsion and holds public meetings to share.
3.1 The values include high expectations and shared ownership for student success.	1. Train all staff on the mission, vision and values and what daily actions will contribute to measurable steps toward accomplishing related goals. 2. CLT, with student input, develops a matrix for measuring progress toward the mission and vision. 3. Establish processes to ensure mission, vision, goals and values are embedded in daily action. Process includes identification of potential barriers and plans for overcoming obstacles.
3.1 The leadership team and staff demonstrate support for the school mission, vision, goals, and values.	1. Survey all stakeholders twice per year to measure current state. 2. Establish observation/feedback cycles which include vision, mission, and goal "look fors". 3. CLT will assemble survey and observation data and push out to stakeholders through established communication streams such as Friday Focus Lessons the first of every month, PLCs, POD meetings, parent meetings, and staff meetings.

Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.
The root cause addresses issues of communication, involvement and accountability with all stakeholders resulting in inconsistent expectations for behvaior and learning. Greater involvement in develpoing, refining and communicating the campus vision, holding high expectations for ownership of student success, and demonstrating leadership support for the mission, values and goals, will improve communication, foster involvement and foster accountability.

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 data systems to track pertinent data related to school culture (i.e., discipline referrals, surveys, attendance). The district will provide policies and practices that align with and promote positive school culture.

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.
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	1. All staff and students will be taught, practice, and reinforce behavioral expectations with a common language. 2. Data systems will be used to track discipline, attendance and interventions. Data will be regularly reviewed to identify trends and adapt.
3.3 Proactive and responsive student support services	
3.4 Involving families and community	1. The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning. 2. Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way. 3. Multiple communication strategies with families are integrated into teacher roles and responsibilities. 4. Family and community engagement and impact data are reviewed regularly, and plans are adapted as needed.
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.

District will provide support for implementation of management system that provides explicit behavioral expectations and provide a system for tracking data pertinent to that system. District will also provide best practice resources and tools for campus to engage families.

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.)

The district is partnering with ESC Region XV to develop behavioral expectations and management system.

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 #1 *(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 my 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))

Prioritized Focus Area 2

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. Provide training for teachers and leaders, and regular practice for teachers, on quality lesson plans and campus expectations for lesson plan components. Training will include unpacking TEKS and backward lesson plan design. 2. Establish and communicate expectation for communicating lesson plans to leadership and relevant teaching partners. 3. Facilitated practice will be provided weekly during a designated time. 4. Campus leaders will review lesson plans weekly for expected elements and alignement with the curriculum. 5. Campus leaders will provide feedback with regard to reviewed lesson plans and follow up when changes are expected.

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

By providing training for teachers and leaders to develop quality lesson plans, establishing and communicating expectations for providing lesson plans to leadership, reviewing weekly plans and providing feedback, the lack of priority and urgency concerning lesson planning will be addressed.

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 school with access to student achievement, behaviorial and on-track to graduate data. The district will provide high-quality aligned curriculum based on TEKS in all core content areas to assist in high quality lesson plan development.

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	1. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. 2. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback with agreed-upon time frames. 3. Campus instructionanl leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
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	1. Increase student involvement in progress monitoring. 2. Make measurable student progress toward goals visible in all classrooms and throughout the school to foster student ownership and goal setting.
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.
District administrators will assist with classroom walk-through observations at least once per week and will provide feedback to campus leadership. District will provide systems for tracking data regarding student progress.
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.)
The distract and campus will partner with ESC Region XV in conducting classroom observations at least once per quarter.

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 #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 my 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))

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 my 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 are 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 my 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))