

Campus Turnaround Plan

Campus Information

District Name:	Superintendent:	DCSI:	Board President:
Fort Worth ISD	Kent Scribner	Rian Townsend	Jacinto Ramos
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Morningside Middle	220905054	Justin Edwards	Rian Townsend
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	October 15th 2019	Margo Nottingham	November 12th 2019

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.	<input checked="" type="checkbox"/>
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	<input type="checkbox"/>
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).	<input type="checkbox"/>
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	<input type="checkbox"/>
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	<input type="checkbox"/>
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	<input type="checkbox"/>

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.*

1.1 Develop campus instructional leaders with clear roles and responsibilities.	Current Implementation: Summary	
	Implementation Level At Diagnostic	<p>Our campus currently has clearly written roles and responsibilities for our Instructional Leadership Team which includes our Administrative Team. We have paired each core teacher with an administrator and an Instructional Coach for evaluative purposes and instructional support. T-Tess goals are submitted to administrators and goals are measurable and tied to student achievement. The Instructional Leadership Team, which includes administrators, instructional coaches, and our Data analyst have weekly calendars that display classroom observation, Professional Learning Community schedule, and Instructional Leadership meetings. Our campus Instructional Leadership team meets weekly with an agenda that focuses on student progress, formative assessment/interim assessment data and teacher supports. Each core teacher has an individual Teacher Support Plan based on instructional feedback. Professional development occurs weekly during our Professional Learning Community meetings within each department and are consistent with best practices and department need. The Instructional Leadership Team conducts calibration learning walks to align our instructional focus and develops Professional Development for the campus based off these walks. Each 6 weeks the instructional leadership team recalibrates and tiers teachers based off this feedback cycle and provides individual teacher support as needed.</p>
	Beginning Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	
Full Implementation: Vision		
<p>At full implementation, the instructional leadership team, teachers and administration will have clearly written roles and responsibilities. Measurable goals will be included in each team members' roles and responsibilities so that we are able to track progress and milestones. The instructional leadership team will submit weekly calendars which detail classroom observations, teacher feedback, professional learning community schedule and weekly meetings. During weekly meetings, an agenda will be present that outlines our progress toward campus goals, student progress, teacher support and our professional development calendar. Our professional learning community will be aligned to data analysis, teacher feedback, instructional best practices, model lesson delivery, and lesson plan collaboration. We will check on goals at the Middle of the Year and again at the End of the Year. Instructional Focus meetings will be conducted monthly that provide professional development for staff that emphasizes best practices and campus needs based off calibration learning walks. Professional Learning Community meetings will be facilitated by teacher leaders and focus on data analysis and student progress monitoring. An employee handbook will be developed that includes the expectations, roles and responsibilities of all staff members, and T-Tess evaluation to hold all staff accountable. A yearlong campus calendar will be developed that has key dates of instructional focus meetings and designated Professional Development Days.</p>		

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Current Implementation: Summary

Implementation Level At Diagnostic	It is our intent to recruit and attract high quality educators that best fit the needs of our campus. We attend all district job fairs, follow up with candidates from referral sources, work collaboratively with HCM to screen and interview high quality candidates; however receiving effective and high quality candidates can be an obstacle as recruitment strategies are district led. It is difficult to retain high quality substitutes in the absence of a teacher and our campus needs to work at developing a list of preferred substitutes. There is currently no working definition of a high performing teacher. Campus leadership retains teachers based on willingness to grow as well as has a passion for educating students in high poverty neighborhoods. Teacher placement is based on preference, content knowledge, certification, and student need. All teachers are tiered based on instructional skillset; while support and professional development are provided for our master teachers and struggling teachers as needed based off student data and instructional feedback. Teacher leaders are selected by achievement, tenure and influence on campus. We currently have vacancies in 2 core classes and 2 elective classes, but we have secured long term substitutes in all classes.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, our district will work with collaboratively with our campus to recruit highly qualified candidates and allow for hiring to take place earlier than summer. Also, our campus will work with HCM to screen highly quality candidates and improve processing times for newly hired staff. Additionally, at the campus level, we will have a more formal selection process that includes an interview panel, model of a sample lesson, and a formal interview. Interview questions will be aligned to assess for content knowledge, experience, culture fit, and leadership skills to hire and place teachers in the best positions to be successful. Our department chairs, instructional coaches, data analyst and administrators will make up our Instructional Leadership Team. All teachers will be tiered based on experience and instructional skillset and the Instructional Leadership Team will be assigned to work with teachers to provide support and professional development based on their level of support needed. Teacher placement is based on preference, content knowledge, certification, and student need. Teacher leaders are determined by campus performance data, classroom observations, ability and willingness to build leadership capacity in others. Teacher leaders will then be placed in leadership roles by developing committees and grade level team leads in order to further build leadership capacity and increase retention. We will provide ongoing support for staff to improve teacher effectiveness. Teachers will be recognized on a monthly basis with Teacher of the Month in addition to recognizing the Teacher of The Year. New teachers will be provided a teacher mentor and second year teachers will receive support and a teacher mentor as well to further their development in instructional practices. Lastly, our campus will begin to identify and develop a database of preferred substitutes to have available for potential long term vacancies as they become available. Ineffective substitutes will be identified and assigned to a "Do Not Return" list in order to provide the best instruction and preferred substitutes for our students. District job fairs would have pre-screened highly qualified teachers and high need campuses would have access to high quality teachers. The campus will work collaboratively with the district to develop marketing materials to recruit and retain highly qualified teachers and allocate funds to incentivize student outcome performance bonuses for teachers. Teacher leaders will lead staff professional development to further build capacity amongst staff.

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Current Implementation: Summary

Implementation Level At Diagnostic	There is evidence that stakeholders are engaged in creating and modifying the school's mission, vision and values. Our campus completed a SWOT analysis last year to recreate the mission, vision and values by bringing together teachers, administrators and parents to establish buy-in and a shared vision. Our staff shares a common understanding of the values and practices on the campus. Our teachers and students lead our daily morning assembly meetings, which our mission statement and motto are recited daily by students. Our campus mission statement is displayed in the auditorium, in the front entrance of the campus and in some classrooms in the building. Staff climate surveys are administered to staff once a year from the district and results are shared with administration but not with the whole staff. Campus has developed an Equity team which analyzes data
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation all stakeholders including staff, students and community will have input on the creation and revision of the campus mission statement, vision and campus goals. Our mission statement, vision, values and motto will be posted in every classroom throughout the building, the auditorium, and common areas throughout the building. All staff and students should be aware and able to recite the mission and motto of our campus. our mission statment which will be closely aligned with the district will focus on college and career readiness and post-secondary success opportunities. Each day, students will recite the mission and motto during morning assembly. There will be a faculty and student handbook that outlines campus procedures and expectations to improve staff and student interactions and also includes the vision, mission, motto and values. We will begin the school year with developing respect agreements amongst staff members which will be displayed in a common area on our campus. In addition to staff respect agreements, student respect agreements will be developed and displayed in each classroom as well. Procedures for morning, hallway transitions, lunch and dismissal will be practiced at the beginning of the year and refined as needed. Administration will conduct a campus climate survey each semester to reflect current practices and culture to be proactive in addressing campus needs. The results of the surveys will be shared with staff and students. Once results have been analyzed, an action plan will be put in place to address areas of improvement. Our campus will have high expectations as students and staff will feel safe and hold each other accountable to create a culture and climate of academic excellence. A campus equity team will be developed to address disparities in student discipline and scheduling as well as staff and student interactions.

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Current Implementation: Summary

Implementation Level At Diagnostic	There is a district created yearlong scope and sequence that is aligned to the TEKS which includes a pacing guide and how many days each TEK should be covered and identifies Readiness and Supporting standards. Teachers use the district scope and sequence to develop daily lesson plans, common formative assessments and instructional planning calendars and design lessons using backward design. Teachers upload lesson plans to our campus google drive each Thursday and receive written feedback from the Instructional Leadership Team on Friday. District Interim Assessments are given each six weeks and are aligned to the curriculum scope and sequence. Campus builds in days for re-teach opportunities based off weekly common formative assessments and district interim assessment data. Campus has implemented a plan that specifically targets our English Language student population by conducting a book study and utilizing instructional software programs twice a week designed to improve the Speaking and Listening components of TELPAS. Daily PLC's are used to include training on curriculum resources, best practices, developing Know & Show Charts. Campus instructional materials identify key ideas, essential questions, and content rich texts and are implemented with fidelity.
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, we will have a year-long Scope and Sequence that is aligned to the TEKS and has built in flex days to allow for re-teach opportunities after each interim assessment. Core contents curriculum will be provided with instructional materials and resources that include Readiness and Supporting standards that include essential questions, classroom resources and additional resources. We will conduct weekly common formative assessments in addition to district interim and benchmark assessments to assess student progress. We will monitor and track student progress after each assessment and develop action plans based off assessment data. Teachers will be provided with ongoing professional development aligned to best practices and lesson planning. Teachers will also be provided resources and professional development that specifically support student subgroups. Our yearly calendar would allow for daily Professional Learning Community meetings and content planning days each six weeks to support content planning. Agendas for Professional Learning Communities will focus on data analysis, student progress monitoring. In addition to content planning, the calendar will include time for job-embedded professional development. Instruction will be implemented with fidelity based off lesson plans and will include differentiation to support our student subgroups as well as exemplar responses.

5.1 Objective-driven daily lesson plans with formative assessments.	<u>Current Implementation: Summary</u>	
	Implementation Level At Diagnostic	Our campus has an instructional planning calendar that outlines each six weeks and includes learning objective, ELPS, key vocabulary, formative assessment, resources, Warm-Up, Guided Instruction, Independent Practice, Exit Ticket, and differentiation. Lesson plans are expected to be uploaded weekly by Thursday for the following week into our campus google drive and are aligned to the district Scope & Sequence. Lesson plans are reviewed each week by the Instructional Leadership Team and they provide teachers with feedback and support. Feedback is evaluative on lesson planning and lesson delivery and poses questions with some suggestions given. Classroom posts the daily learning objective and ELPS and make attempts to reference the learning objective throughout the lesson. Teachers are expected to follow the daily lesson plan and evidence of lesson plan should be evident in the lesson delivery.
	Planning for Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	
<u>Full Implementation: Vision</u>		
At full implementation, all staff would upload weekly lesson plans by Thursday and Instructional Leadership Team will provide written feedback on Friday for the following week. The Instructional Leadership Team will review lesson plans for instructional alignment to the standard, the scope and sequence, formative assessments, expected level of rigor and provide teachers with specific feedback. Core departments would be given an instructional pull-out each six weeks to assist in the development of lesson planning and to gather instructional resources and better plan for lesson delivery. Lesson plans would include sections for lesson objective, ELPS, modeling, guided practice, independent practice, closing, differentiation, formative assessments and high-level essential questions and would include an exemplar response. The lesson plans would align to the district scope and sequence and include formative assessments. Lessons plans will also be detailed so that any teacher could deliver the lesson with fidelity. There will be alignment between the learning standard, learning objective and lesson activity. The learning objective will have a measurable student outcome and teachers will be able to frequently check for understanding throughout the lesson to collect data that will allow teachers to adjust lesson as needed. Instructional walkthroughs should be able to reflect execution of the lesson plan and provide evidence of key components written in the lesson plan and ensure lessons are executed with fidelity. Lesson plans would include differentiation for varied learning styles of students as well as strategies to address our student subgroups, specifically English Language Learners and Special Education students. The Instructional Leadership team will be able to provide feedback on written lesson plans on Friday and there is a written protocol in place for teachers to make adjustments to lesson plans as needed.		

5.3 Data-driven instruction.	<u>Current Implementation: Summary</u>	
	Implementation Level At Diagnostic	All core teachers are provided with Daily Professional Learning Community meetings that are built into our Master Schedule that allow for weekly data meetings, studying student work, professional development, peer feedback of lesson delivery and common collaborative planning. Data meetings are held weekly and student growth progress are monitored and Response to Intervention plans are put in place for students who are not showing growth. Each week, teachers use Morningside's data tracking system (located in each Math and Reading classroom) that shows individual student growth measure and current growth performance of each student based on each interim assessment and weekly Mastery of Learning. Teachers will utilize this data, formative assessment data, student work, and exit ticket to plan the re-teach. Each week during PLC, teachers develop re-teach plans, practice delivering re-teach during PLC and receive peer feedback prior to delivering lesson to students the following week. Instructional Leadership Team develops a response to intervention plans based off weekly formative assessments and interim assessments data and presents action plan to members of the instructional leadership team.
	Planning for Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	
<u>Full Implementation: Vision</u>		
At full implementation, we will be a data driven campus. We will have time after each interim assessment to analyze student and teacher data as a Instructional Leadership Team and develop an action plan based on the data that includes a re-teach plan for students that have not shown student mastery and students who have not met their STAAR progress measure. We will tier our teachers using walkthrough feedback data and student data to develop a classroom observation proration guide. We will conduct weekly data meetings where teachers and Instructional Leadership Team members have an opportunity to analyze student data, student work samples and identify misconceptions and develop a plan for re-teach. Instructional Leadership Team members will have an opportunity to observe re-teach lessons and analyze data from the re-teach lesson to evaluate effectiveness of the re-teach. We will conduct our "State of the Union" that addresses our performance on each interim assessment and is shared with staff and students. The Master Scheduling allows for daily Professional Learning Community meetings, weekly data meetings, planning for re-teach and time to re-assess reteach data. Teachers would collect data from Daily Demonstrations of Learning and it will be visible in every classroom. The Professional Learning Community schedule will allow for weekly data meetings, unpacking of standards, modeling of lessons (practice the re-teach). Lesson plans for re-teach will identify which student expectations will be re-taught, which individual students will be addressed, identify learning gaps and have exemplar responses of student work expectations.		

School Improvement Turnaround Plan

District Commitment Theory of Action

In this section, describe the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan. The District Theory Commitment
 If the principal supervisor provides regular coaching to the principal on the implementation of the DDI process and the principal's development of the instructional leadership team's knowledge of

System and Capacity Building

In this section, describe the efforts the campus and district will make to build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building
We will use Data Driven Instruction to improve our teachers'	External Capacity Builder - ESC	2020	Year 1: The Instructional Leadership Team utilizes a variety of	5.3, 5.1
We will support our teachers by aligning our Instructional	Internal Capacity Builder	2020	Year 1: The Instructional Leadership Team utilizes a variety of	1.1, 2.1, 5.1, 5.3
Instructional Leadership Team will provide immediate	Internal Capacity Builder	2020	Year 1: The principal's supervisor will provide ongoing	5.1, 5.3
We will work closely with the district curriculum to obtain the	Internal Capacity Builder	2021	Focus in year 2: We will begin identifying teacher leaders who	4.1
We will partner with Region XI to work on improving our	External Capacity Builder - ESC	2021	Focus in year 2: We will utilize a variety of Professional	3.1
We will work on getting more staff involvement in our hiring	Internal Capacity Builder	2021	Focus in year 2: We will identify Tier 1 teachers who are	2.1

Critical Implementation Milestones

In this section, describe the critical implementation milestones (high-level description of actions that will be completed) that the campus and/or district will meet in each year of

<u>Pre-Implementation</u>	<u>Essential Action</u>
Allocate funds and develop professional development calendar for all Instructional Leadership Team members and lead teachers for the following school year.	1.1
Prior to the start of the school year we will inform all staff members of what our key focus areas and major initiatives are.	1.1
Create next year's master calendar with allocated time for 1.) data analysis, 2.) Lesson/Reteach planning, 3.) Professional Development/analyze student work, 4.) Teacher	5.3
Develop summer Professional development calendar in a timely manner with the assistance and input from teachers that addresses quality lesson planning & instruction,	5.1
<u>Implementation Year 1</u>	<u>Essential Action</u>
ILT leads effective data meetings where teachers are analyzing data, identifying learning gaps, plan lessons aligned to the scope and sequence and develop re-teach plans that	5.3
We will monitor and adjust our data-driven instruction to improve our teachers' capacity by incorporating weekly meetings addressing 1.) data analysis/unpacking the TEKS,	5.3
Teachers will continue to receive prompt instructional feedback using our feedback loop in an effort to see implementation of effective instruction in the classroom.	5.1
ILT will observe teacher change after feedback to re-tier teacher support.	5.1
<u>Implementation Year 2</u>	<u>Essential Action</u>
Our hiring process will include teacher input based on our campus needs in order to hire good-fit candidates with high content knowledge as well as an ability to effectively	2.1
Our teachers are tiered and re-tiered throughout the year to receive PD and support aligned to their needs based on observations throughout the year.	2.1
Teachers receive meaningful Professional Development throughout the year that align to their needs, our campus goals of implementing strong routines and procedures, as	2.1
Our school climate and culture promotes a dedication to high-expectations for all students and staff that support routines, systems, and procedures campus-wide.	3.1
Tested content area teachers will have access to high quality curriculum and resources, professional development in order to support achievement of all students.	4.1
<u>Implementation Year 3 and beyond</u>	<u>Essential Action</u>
<i>Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation. A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.</i>	
Clear roles and responsibilities will guide the behavior and actions of each member while working towards reaching our overall goal of improved student performance with	1.1
Our school's mission, vision, and values will be displayed throughout the school and community in a way that allows us to speak to them and support them and keep us	3.1
We will have a process in place to monitor and adjust our practices regarding Instructional Leadership Team practices. We will focus on building leadership capacity in	1.1
Our campus will continue to monitor our student cultures and routines and adjust our systems as needed to maintain a campus culture aligned to our mission, vision, and	3.1
Our campus hiring-retention team will meet to discuss needs and provide support to new/potential teachers, and substitutes throughout the year and work effectively &	2.1
Lead teachers will ensure that collaboration with the curriculum department is maintained throughout the year to attain materials and Professional Development needed.	4.1

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.

Category	Amount	Description
Payroll	\$ 540,000.00	Stipends for teacher tutoring and instructional planning, Instructional Coach Salaries across 3 years
Professional Development	\$ 90,000.00	Student Culture Routines , DDI Practices, Region XI across 3 years
Supplies and Materials	\$ 15,000.00	Instructional Resources, Mission, Values and Motto materials
Other Operating Costs	\$ -	N/A
Capital Outlay	\$ -	N/A