

## Campus Turnaround Plan

<b>District Name:</b>	Trinity Environmental Academy	<b>County-District Campus Number (CDCN):</b>	57849-001
<b>Campus Name:</b>	Trinity Environmental Academy	<b>Grades Served:</b>	PreK - 3

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Michael Hooten	CEO, Superintendent; DCSI
Jennifer Hoag	Chief Academic Officer, Principal
Deri Y. Hooper	PSP
Clarencia Wade	Dean of Curriculum and Teacher Development
Dexter Dumas	Director of Special Populations
Danielle Cowden	Teacher

### 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:
Michael Hooten	CEO, Superintendent; DCSI
Jennifer Hoag	Chief Academic Officer, Principal
Deri Y. Hooper	PSP
Clarencia Wade	Dean of Curriculum and Teacher Development
Dexter Dumas	Director of Special Populations

### 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.

Trinity Environmental Academy (TriEA) opened the fall of the 2015-2016 school year and has provided a STEM-focused, environmental education for scholars for three years in the heart of southern Dallas. In Year 1, located on the Paul Quinn College campus, TriEA opened its doors to serve 130 scholars in grades K, 1 and 6 as one campus. New 6th grade scholars, coming from schools already in school improvement, demonstrated lower than expected achievement on state assessments. Low enrollment that year resulted in a reduction in force causing school leaders to step into instructional roles. As a start-up district, TriEA has had difficulty retaining and recruiting effective teachers, due in part to low salaries compared to neighboring districts. Supporting the growth of current teachers presented a challenge with leaders in instructional roles. The original campus, 001 has been split, as of October 2017. In Year 1 and 2, the 001 campus scores were earned by the students currently in the 002, a new unrated secondary campus, with 6th -8th grades. The primary campus, 001, serving grades PreK-3 is in Improvement Required status, despite having zero scholars that have taken state assessments, while the secondary 002 campus is not rated. Across the district, there is a need to enhance the knowledge and skills of the current staff through job-embedded, professional growth opportunities. Although the staff has access to quality data that could drive instruction, a knowledge gap exists for many teachers to use data to make intentional, informed instructional decisions, which has led to low student performance.

Include the campus vision.

The vision of Trinity Environmental Academy is to create impact oriented, outward focused, and self realized global citizens prepared to tackle the unique challenges of the 21st century. By providing clarity and purpose to collectively implement a systemic approach to continuous improvement, instructional quality will increase and improve academic achievement to ensure our scholars are college and career ready.

### Needs Summary and Turnaround Plan

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

Teachers that are inexperienced lack content knowledge and pedagogy which limits their instructional effectiveness. The lack of effective ongoing analysis of student achievement data, rigorous and engaging lessons and implementation of specific interventions are all factors in low levels of student achievement.

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

The Turnaround Initiative will focus on recruiting and retaining highly qualified teachers and providing effective professional development that builds on a PLC model through effective collaboration among staff. Teachers will use multiple sources of quality data to inform classroom instruction as well as a process to facilitate the creation of an aligned curriculum along with quality feedback from administrators to elevate expectations and hold teachers accountable.

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

The Turnaround Initiative will focus on continuous implementation of a structured Professional Learning Community (PLC) that will be used to collaborate with staff to create a shared vision of improved and continued student achievement through improving teacher capacity to deliver high quality instruction. The Initiative will be developed with specific procedures for (1) data analysis collaboration, (2) continuous job embedded professional development and (3) effective communication and feedback. Administrators and CILT will implement the plan and provide training for teachers to lead the focused PLC and differentiated professional development sessions while administrators facilitate, monitor and provide guidance throughout the process. Administrators will evaluate the effectiveness of the PLC and provide routine feedback. The Turnaround Initiative will support teachers through improved quality of instruction, therefore increasing student academic achievement.

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

<Enter Text>

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

The campus will develop structured processes and procedures based on the PLC model that focuses on (1) data analysis, (2) job embedded professional development, and (3) implementation of a tiered accountability system for teachers to improve instructional capacity. Continue to actively recruit and invite prospective candidates to become part of the team and retain said teachers to meet the goals and objective of improvement in student achievement. Develop a plan of action and identify steps to actively recruit prospective candidates and retain highly qualified teachers through building a climate and culture of excellence. Administrators will establish procedures that will provide a system of organizational accountability.

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

Processes and	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Move into Phase 2 of the PLC process; committing to ongoing professional development based on goals of the school	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development; Dean of Scholars, teachers				Select	
	Foundational pedagogy - Provide professional development within PLCs to assist teachers in the use of various methodologies on how to effectively engage with content and learn more cognizing that individuals learn in different ways and to better understand how to deliver the curriculum most effectively	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development; Dean of Scholars, teachers				Select	
	Classroom Management - professional development will be provided to assist teachers in developing processes and procedures to implement an effective discipline management plan	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development; Director of Student Services, Counselor, Teachers				Select	
	Implement and integrate Restorative Practices on campus and in classrooms to foster a positive, healthy school climate and help students self reflect, learn from their mistakes, and promote positive growth	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development; Dean of Scholors;Director of Student Services, Counselor, Teachers				Select	
	Review support of special populations and provide adequate service	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development; Director of Student Services, Counselor, teachers				Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Learn to use tools in Eduphoria	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development; Director of Student Services, teachers				Select	
	Provide professional development for teachers to develop and acquire leadership skills to promote teacher leaders	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development; Dean of Scholors;Director of Student Services, teachers				Select	
							Select	

<b>Long-Term: (Results)</b>	Self sufficient PLCs - teacher lead	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development; Dean of Scholors; Director of Student Services, teachers				Select	
							Select	

**Processes/Procedures Implementation Status:** **August 2018-August, 2020** Phase 2 of PLC process; Develop primary and secondary PLC's that reflect the needs of the grade levels served based on assessment data; Development of Master Schedule to build in common planning within core subject areas; Provide opportunities to build leadership capacity among teachers to foster a shared mission and vision of school improvement.

**Processes/Procedures Implementation Status:** **August 2018-August, 2020** Teachers will have the skills to identify the critical components of a comprehensive lesson that meets the specificity of the TEKS/SE and develop exemplary lessons according to identified critical components Provide a wide range of pedagogical and instructional resources to promote long term growth.

**Processes/Procedures Implementation Status:** **August 2018-June, 2020** Identify and implement behavior intervention models or programs focused on social, emotional, behavioral, and other non-academic factors to support effective learning and training for all staff. Develop a culture of personal responsibility across campus.

**Processes/Procedures Implementation Status:** **August 2018-June, 2020** Analyze data during PLCs to identify specific patterns and relationships in the data to determine instructional strategies to support student learning. Administrators, Directors and Deans, Counselor, and teachers will monitor class activities to ensure that identified students are provided with targeted accommodations based on IEP and its effective implementation according to state and federal laws.

**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?*

To achieve the intended outcomes of each initiative, we are proposing to hire a Dean of Scholars to assist with promoting and improving the culture of the campus. The Principal and Dean of Curriculum and Teacher Development will be the primary instructional leaders and will lead the Turnaround Initiative. The leadership team and identified instructional leaders, including the Director of Special Populations, will lead the core subject departments in PLC processes, research based instructional practices, data analysis, and effective use of identified resources. The Principal, Dean of Curriculum and Teacher Development, Dean of Special Populations, the Leadership Team, will be responsible for monitoring and ensuring the processes created for the Turnaround Plan are implemented with fidelity. Internal and external Professional Development will be provided to ensure the structure, protocols, and routines are aligned with campus goals. Dean of Curriculum and Teacher Development will be responsible for providing professional development, model lessons, coaching, and assist in the development of best practices to enable teachers to meet the needs of all students. The Dean will lead teacher development through the philosophy of beginning with the end in mind, including lesson development and assessment. The entire implementation and effectiveness of the process will be monitored and evaluated to determine areas of strength and areas of need to make mid-course adjustments. The proposed position for Dean of Scholars will be to develop a plan of action to address identified student needs that are hindering students from being effective, productive learners. Parents and families will be recognized and embraced as partners in student learning through implementation of parent training models, identifying community resources to assist families, coordinating volunteer efforts, and acquire parent resources to support and provide parent engagement activities.

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Organizational	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
<b>Short-Term: (training, acquisition of new skills)</b>	Administrative team will provide professional development to enhance skills for using data for instructional planning and goal setting with customized interventions for students including specific strategies to scaffold learning	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development, Teachers				Select	
	A portion of PLC will be used to implement specific professional development to continuously examine and expand the tools for teaching and examine what and how they teach	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development, Teachers				Select	

	Dean of Scholars will train	Aug., 2018 -	Principal, Dean of				Select	
							Select	
<b>Intermediate: (Implementation)</b>	Identify the data trends on Summative Assessments for the TEKS/SE for STAAR	Aug., 2018 - Aug.,2020	Principal, Dean of Curriculum & Teacher Development				Select	
	Expand the data sources used to evaluate and coach teachers by examining Summative Assessments, grade distribution, progress reports, discipline referrals, professional development attendance, and STAAR results	Aug., 2018 - Aug.,2020	Principal, Director of Special Populations, Dean of Curriculum & Teacher Development				Select	
							Select	
<b>Long-Term: (Results)</b>	Principal will implement a tiered accountability system for teacher accountability	Aug., 2018- Aug., 2020	Principal, Dean of Curriculum & Teacher Development, teachers				Select	
							Select	

<b>Organizational Structure Implementation Status:</b>	<b>October 2018</b>	Teachers will be able to link instructional practices and delivery with standards they are responsible for teaching. Teachers will be held accountable for high quality implementation for the standards students are expected to learn and master.
<b>Organizational Structure Implementation Status:</b>	<b>October 2018</b>	Teachers will carefully review the relationship between the question stem and the TEK/SE and determine appropriate level of questioning based on state standards.
<b>Organizational Structure Implementation Status:</b>	<b>October 2018</b>	Research assessments of the selected TEKS/SEs through a careful review of the relationship between the question stem on test items designed to promote higher order thinking skills and a deep understanding of the content
<b>Organizational Structure Implementation Status:</b>	<b>October 2018</b>	Classroom activities and assignments are aligned by teachers with stated learning objectives and products. Identify and use the academic vocabulary in the question that is also in the selected TEKS/SE

**Capacity and Resources:** 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.)

In order to achieve the intended outcomes of each initiative, the following is a description of both roles and responsibilities: Principal: instructional leader, teacher support, monitoring and feedback, PLC implementation, professional development resources Dean of Curriculum and Teacher Development: instructional leadership, teacher support, monitor and provide instructional feedback, (PLC) implementation, professional development, curriculum planning , data analysis and disaggregation, professional development resources, and instructional coaching, Dean of Special Populations: student support, teacher support with implementing IEPs, ARD, compliance with state and federal regulations, monitor for compliance. Dean of Scholars: professional development resources, teacher coaching, student support. Additionally, district resources along with training and professional development that addresses the campus initiative will enhance opportunities for growth.

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

Capacity and	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
	Hire a Dean of Scholars	August, 2018	Superintendent; principal				Select	

<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Principal assume full principal role	August, 2018	Superintendent- CEO, Principal				Select	
	Identification of social/emotional	August, 2018	Principal, Dean of				Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Professional Learning Community model will assist in facilitating teacher growth and capacity and using data in making instructional decisions	Aug., 2018 - Aug., 2020	Principal, Dean of Curriculum & Teacher Development, Director of Student Service; teachers				Select	
	Teachers will design rigorous lessons implementing strategies taught in PLCs and professional development	Aug., 2018 - Aug., 2020	Principal, Dean of Curriculum & Teacher Development, Director of Student Services; teachers				Select	
	Increase hiring accuracy by screening candidates for certain academic curriculum skills and growth potential.	Aug., 2018 - Aug., 2020	Superintendent, Principal, and Dean of Curriculum and Teacher Development, Director of Special				Select	
<b>Long-Term:</b> <i>(Results)</i>	Teachers will develop knowledge and skills necessary to build and improve student achievement.	Aug., 2018 - Aug., 2020	Principal, Dean of Curriculum & Teacher Development, Director of Student Services; teachers				Select	
							Select	
<b>Capacity and Resources Implementation Status:</b>		Aug., 2018 - Aug., 2020	<b>Revisit and refocus efforts on implementing a structured school wide student management system that will improve school climate by using data to address identified needs. Promote a positive learning environment that holds students accountable for their actions and ensures they are in learning mode.</b>					
<b>Capacity and Resources Implementation Status:</b>		Aug., 2018 - Aug., 2020	<b>Identify SMART goals for administrators/principal. Principal will engage in behavior and actions that accomplish the goal of building administrators and teacher capacity and increase student achievement. Principal will spend time in all classrooms monitoring and evaluating the effectiveness of the instructional program.</b>					
<b>Capacity and Resources Implementation Status:</b>		Aug., 2018 - Aug., 2020	<b>Principal will provide teachers and staff with a list of job expectations and desired outcomes. Teachers and staff will be held accountable for meeting those expectations through documentation of walk throughs, use of data and resources to assist teacher to meet expectations, informal and formal observations, feedback and evaluation.</b>					
<b>Capacity and Resources Implementation Status:</b>		<b>Check in date:</b> <b>&lt;enter date&gt;</b>						
<b>Communications:</b> <i>How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?</i>								
For the PLC framework to be effective, it will be necessary to increase two way communication with teachers, administrative team, campus , board, superintendent, students, parents and community. To accomplish this goal, shared communication about the Turnaround Initiative will consist of: Verbal and written communication and feedback; Newsletters; Board meetings; Parent Meetings; PLC meetings; Leadership will provide transparency in communicating campus long and short term goals.								

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

Communication	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
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<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Examine and establish a system to communicate and include parent and community collaboration and involvement around turnaround school initiatives.	Aug., 2018 - Aug., 2020	Principal, Dean of Scholors; Director of Student Services; Counselor; teachers				Select	
							Select	
							Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Expand opportunities for parent involvement	Aug., 2018 - Aug., 2020	Principal, Dean of Scholors; Director of Student Services, Counselor; teachers				Select	
	Effectively and consistently communicate goals, objectives and strategies to parents, students and all constituents	Aug., 2018 - Aug., 2020	Principal, Dean of Curriculum & Teacher Development; Dean of Scholors; Director of Student Services; Counselors; teachers				Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Ensure that a clear, defined process exists for consistent communication through multiple sources.	Aug., 2018 - Aug., 2020	Superintendent; Principal, Dean of Curriculum & Teacher Development; Dean of Scholors; Director of				Select	
	Provide opportunities to celebrate and recognize successes in student achievement	Aug., 2018 - Aug., 2020	Principal, Dean of Scholors, Director of Student Services,				Select	
<b>Communication Implementation Status:</b>	<b>September, 2018-June, 2020</b>	<b>Increase parent community communication of school vision, mission and goal through parent newsletters, monthly PTO meetings, family involvement nights, parent conferences and inclusion in SST Meetings</b>						
<b>Communication Implementation Status:</b>	<b>September, 2018-June, 2020</b>	<b>Using multiple sources of data, administrators will maximize feedback to teachers to enhance teacher growth and promote student achievement</b>						
<b>Communication Implementation Status:</b>	<b>September, 2018-June, 2020</b>	<b>Celebrate successes by recognizing staff and student successes through academic achievement and progress awards including attendance, honor roll, and most improved.</b>						
<b>Communication Implementation Status:</b>	<b>Check in date: &lt;enter date&gt;</b>	<b>&lt;Enter Text&gt;</b>						
<b>How will you allocate campus and district funds for this initiative?</b>								
<b>Category</b>		<b>Amount</b>	<b>Description</b>					
Payroll		?	The amount reflects a two year payroll budget for the persons leading the initiative: Principal, Dean of Curriculum and Teacher Development, Dean of Scholars, Director of Special Populations					
Professional Development		?	The amount reflects a two year budget for registration, travel fees for accountability training and content level training for STAAR aligned content as well as protocols/processes development and implementation.					
Supplies and Materials		?	The amount reflects a two year budget for protocol/process materials					
Other Operating Cost		?	The amount reflects a two year budget to provide professional books pertaining to the curriculum, instruction, assessment and delivery of research based instructional practices and job embedded professional development					

Capital Outlay	?	The amount reflects a two year budget for technology support in teachers' classrooms with a focus for the targeted staff that will incorporate and enhance the use of technology
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**In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).**

<b>CSF 1: Coherent Curriculum and Assessment</b>	Curriculum instruction and assessments are aligned with state standards/SEs to foster and promote continuous improvement in student achievement
<b>CSF 2: Leadership Effectiveness</b>	Provide job embedded professional development for teachers and campus administrators on effective instructional practices, tiered academic interventions, academic and technical knowledge and skills, job-embedded coaching and leadership qualities
<b>CSF 3: Teacher Quality</b>	Recruit, support, mentor, coach and retain highly qualified teachers for ongoing support of continuous student achievement on TEKS aligned summative assessments, and on all state assessments in all subject areas focusing on post-secondary readiness. Identify and address staffing needs based on growth and student achievement.
<b>CSF 4: Family/Community Engagement</b>	School will broaden parent, family, and community support through increased communication, involving parents in school-related activities, providing opportunities for parents to serve as volunteers and parent education workshops
<b>CSF 5: School Climate and Culture</b>	Create a safe and positive school culture that supports data driven decision making to increase student achievement on state assessments and promotes college and career readiness.