

Campus Turnaround Plan

District Name:	New Frontiers Charter School	County-District Number (CDN):	015805
Campus Name:	New Frontiers Charter School	Campus Number:	101
Grades Served:	K-5	Date of Board Approval:	

Consecutive School Years Rated Academically Unacceptable/Improvement Required:	3rd Year IR
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Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Melissa Holguin	DCSI
Ruben Pesina	Campus Principal
Ismael Cantu	PSP
Jennifer Oropeza	Director of Human Resources
Maria Morgen	Instructional Facilitator
Deanna Sanchez	Instructional Facilitator
Maria Palacios	Instructional Facilitator

Turnaround Plan Attestation Statements

<input checked="" type="checkbox"/>	By checking the box, we attest assistance was requested from parents and community members in developing the campus turnaround plan, per Texas Education Code (TEC) 39.107(a-2)(2). In addition, the request and input have been recorded and are available upon request.
<input checked="" type="checkbox"/>	By checking the box, we attest the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of trustees, per TEC 39.107(b). The comments must be submitted in the ISAM portal.
<input type="checkbox"/>	By checking the box, the superintendent and board of trustees attest this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward. The district confirms its commitment to support the school in the successful implementation of this plan.

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Historical Narrative (Optional Response)

Include a historical narrative that succinctly describes the history of the campus that has led to under performance. Limit the narrative to big picture issues and the challenges of the campus. Do not exceed 3000 characters.

The charter school district received a Generation 2 charter, opening in 1998. The elementary campus was divided into two campuses in 2008 and later merged in 2013-2014 as a K-5 campus. The charter district has been composed of Kindergarten through 8th grade until 2014 when the district created its only high school, the Frank L. Madla Early College High School, scaling up one grade level each year. While the elementary campus has been labeled as a community-based school throughout this time, it is through the early college high school model that the campus must adapt to become a collegiate academy with rigorous instruction and high expectations to develop students who are ready for this unique experience by the 9th grade year. Due to the community-based concept, driven to social issue and needs, this led to a weakened academic focus.

Needs Summary and Turnaround Plan

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

Leadership has lacked a consistent instructional focus which has communicated that rigorous content and instruction is unimportant leading to an absence of a high-performing culture and climate. Staff, to include the instructional leaders, have maintained a mindset of low expectations for students, parents, and the community at-large with perceptions negatively impacting student performance. Building teacher capacity was secondary to auxiliary school functions which led to academic failure, lack of urgency, and a complacent school environment.

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Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>		Impacted Critical Success Factors (CSFs):	
<p>Leadership coaching to include the campus principal and instructional specialist will be maintained to ensure all staff is held accountable for academic student results and all members of the school community have buy-in and an aligned mindset towards realizing the vision. Instructional coaching will provide support to teachers to examine student data, rigorous lesson preparation, and challenging classroom instruction. The campus leadership team will also provide data to ensure academic data driven decision-making is in place. Student performance potential as illustrated by formative and normed-referenced assessments will be used to create a substantive feedback loop between parents and teachers on a consistent and frequent basis, discussing academic progress and ways in which both parents and teachers can assist students at school and at home. Campus-wide literacy in all foundational areas will be the academic focus. This will ensure consistent progress is made beginning in Kindergarten in order to prepare students for accelerated instruction in middle school to lead to readiness at the early college high school.</p>		<input checked="" type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction)	
		<input checked="" type="checkbox"/> CSF 2 - Quality Data to Drive Instruction	
		<input checked="" type="checkbox"/> CSF 3 - Leadership Effectiveness	
		<input type="checkbox"/> CSF 4 - Increased Learning Time	
		<input checked="" type="checkbox"/> CSF 5 - Family/Community Engagement	
		<input checked="" type="checkbox"/> CSF 6 - School Climate	
		<input checked="" type="checkbox"/> CSF 7 - Teacher Quality	
Outcome: <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
<p>The turnaround initiative will ensure that all teachers, instructional staff, and the campus leadership team will be focused on the effective implementation of the curriculum, instructional rigor, and high expectations for all student populations. Program evaluation to include the selection of programs, resources, monitoring practices, and professional development opportunities will be challenged to align with defined effective practices of our curriculum and, ultimately, our vision. All teachers will meet with their grade level colleagues on a regular basis to ensure high quality planning and instruction is occurring in every classroom in Kindergarten through 5th grade. In turn, teachers in all elementary grade levels will meet frequently with students and their parents to authentically share student progress measures and build the teacher-parent relationship. These measures will lead to a constant focus on academics, literacy progression in all foundation areas, and the facilitation of data inspired understandings of our students' abilities, and continuous data-driven communication with parents.</p>			
Processes/Procedures: <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			

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Procedures would include setting the expectations for the implementation of this initiative to include timeframes for meeting measurable goals, cultivating professional learning communities within the campus to include grade levels and content areas to improve literacy, and provide the components of effective student assessment. A Turnaround Policy Review Committee comprised of Stakeholders, inclusive of Board membership will be established. The focus of this Committee will be to empower instructional staff to recommend and implement operational flexibility based District and Campus policies and procedures. This empowerment of school staff will include academic based accountability requirements from all stakeholders due to the need to build teacher capacity.

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Communications: *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

The new vision statement of the elementary campus will be presented and set as the anchor for all that we do: To be the school of choice fostering a collegiate experience for our students by providing a foundation of high expectations and rigorous opportunities. The initiative will address both internal and external communications to promote an unwavering spirit of high expectations for all stakeholders to include students, teachers, and campus personnel. Grade level representatives will meet in an administrative cabinet with both the principal and the superintendent on a consistent basis to share campus progress towards meeting the turnaround initiative, driven by the shared vision. Communication between teachers and students and teachers and parents will be enhanced, in respectful two-way methods. Parents will receive a multi-layered approach of communication methods to provide information of student outcomes. The parent-school compact will be strengthened to commit to a values of high expectations and a relentless effort towards achieving academic excellence is achieved through this enhanced partnership.

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?*

An instructional facilitator will be redefined as an elementary instructional specialist to expand their reach to each grade level in K-5 and provide an academic focus in collaboration with the campus principal. The new role of teacher leaders represented at each grade level will be led by the instructional specialist to work directly with the elementary instructional specialist. The teacher leader is at the advanced/master level in their instructional capacities and determined by proven success given specific indicators and outcomes. The elementary instructional specialist will be utilized to coach groups of teachers with a focus on the teacher leaders of each grade levels, in conjunction with the campus principal, to lead the professional learning communities. Teachers will be expected to participate in professional learning communities, collaborative preparation of lesson plans, and shared observations between teachers to lead a reflective practice among instructional staff. Teacher leads will be trained in the campus evaluation system focused on the domains of instruction and classroom management to build a reflective practice structure.

Capacity and Resources: *Describe the staff 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.)*

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The elementary instructional specialist will assist the principal and the behavior intervention specialist to form a dynamic guiding coalition. In comparison to the 2015-2016 school year, the campus was structured with two instructional facilitators with the absence of defined teacher leaders at each grade level. This repurposed position will work in conjunction with district leadership to monitor instructional processes to ensure program outcomes align with literacy goals and initiatives. The instructional specialist will work closely with instructional staff to provide appropriate professional development opportunities to meet improvement goals and build a united sense of urgency towards realizing the vision of the elementary campus. Furthermore, we will provide training for both elementary instructional specialist and teacher leaders to ensure they have extensive knowledge in the campus evaluation system to apply and model best practices. In order to address talent management, the campus will utilize an inventory tool to attract new teachers who believe in our vision and have an aligned mindset of high expectations. Teacher leaders will be embedded within grade levels to build the capacity of emerging teachers, developing a reflective practice model. District leadership will support the campus by providing resources such as external specialists and the curriculum director who can provide specific guidance and support for key campus administrators. At the district level a commitment will be made to ensure compensation remains competitive among instructional personnel. Contracts will be awarded to teachers with two consecutive years of proven results to retain quality teachers at the campus. Additionally, merit raises will be awarded to teachers who meet specified criteria based on student outcomes.

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

Category	Amount	Description
Payroll	126,000	Elementary instructional specialist position, Grade Level Chair stipends
Professional Development	138,000	Trainings in development of student portfolios, learning the state standards, rigorous instruction as defined in the campus evaluation system, fostering the positive behavioral support system, and providing external consultants to allow for weekly coaching and teacher capacity building on the powerful learning components
Supplies and Materials	50,000	Supplemental literacy materials to build classroom libraries
Other Operating Cost		
Capital Outlay		

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

Turnaround Initiative: *Describe your systemic approach for turning around the campus.*

<Enter Text>

- Impacted Critical Success Factors (CSFs):**
- CSF 1 - Academic Performance (Curriculum & Instruction)
 - CSF 2 - Quality Data to Drive Instruction
 - CSF 3 - Leadership Effectiveness
 - CSF 4 - Increased Learning Time
 - CSF 5 - Family/Community Engagement

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		<input type="checkbox"/> CSF 6 - School Climate	
		<input type="checkbox"/> CSF 7 - Teacher Quality	

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Outcome: *Describe how the turnaround initiative will resolve the identified systemic root cause.*

<Enter Text>

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

<Enter Text>

Communications: *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

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<Enter Text>

Capacity and Resources: *Describe the staff 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.)*

<Enter Text>

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

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