
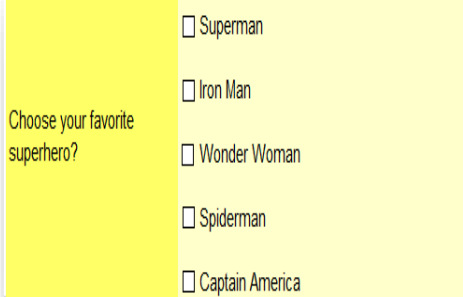
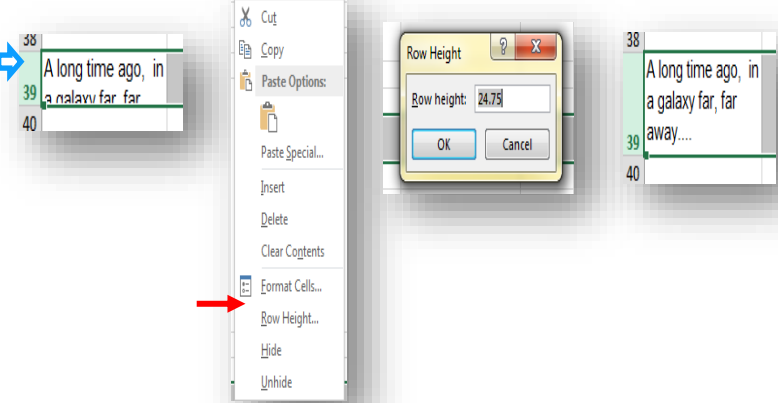
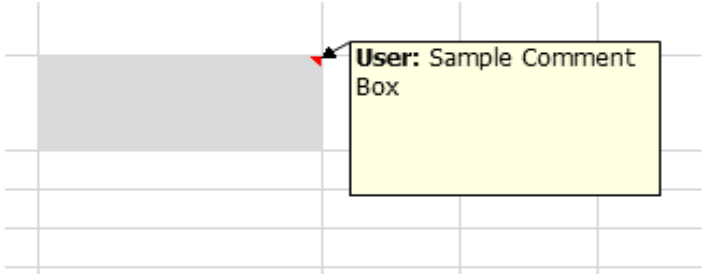
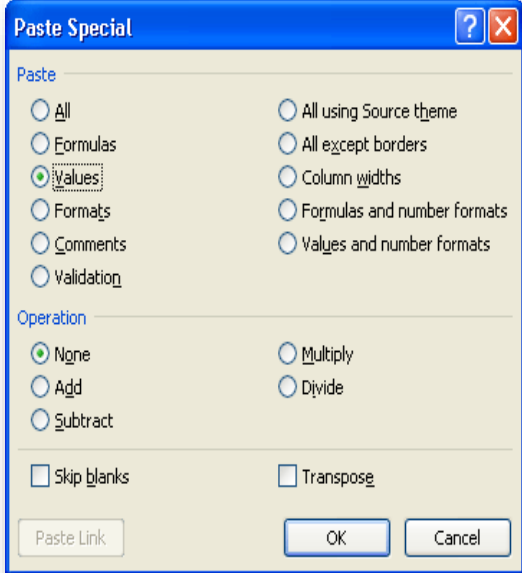


2015-2016 Campus Turnaround Plan

Turnaround Plan Instructions

Feature/Tip	Explanation	Screenshot
<p>Zoom Level Bar</p>	<p>The Zoom Level Bar can be used in place of the zoom level drop down menu in newer versions of excel and is found at the bottom right of an excel workbook.</p> <p>You can change the zoom by dragging the arrow left or right OR clicking the + or - buttons to increase/decrease the zoom level by 10% with each click.</p> <p>Tabs within this workbook work optimally when the zoom level is set to 90%. If you find that the alignment of the checkboxes is skewed, check your zoom level.</p>	
<p>Check Box Selection</p>	<p>Check boxes have been added to the workbook to allow you to select more than one answer. Place a check in the box next to all answers that apply.</p>	
<p>Expanding Rows and/or Columns</p>	<p>If you cannot see all of the information you have entered into a cell, you may adjust the height of the cell to fit your text.</p> <ol style="list-style-type: none"> 1) Highlight the row by placing your cursor on the row number 2) Right click and select 'Row Height' from the menu 3) Increase the number in the 'Row Height' pop-up window 4) Click OK 	

<p>Viewing Help Boxes</p>	<p>Throughout this document, there are cells with that contain information and guidance you may need to help answer questions. These cells have been marked red triangle in the upper right corner of the cell.</p> <p>To view the help information for a particular cell, hover your mouse over the cell and the text will appear.</p>	
<p>Using the Copy/Paste feature within the Excel document</p>	<p>In order to use the Paste Special feature:</p> <ol style="list-style-type: none"> 1. Copy the text as normal. 2. Right click on the destination cell. 3. Choose Paste Special. 4. Select from the menu either Values or Text. Click OK when finished. <p>If while attempting to paste, a message appears indicating that the data being pasted is not the correct size and shape, please do the following:</p> <ol style="list-style-type: none"> 1. Copy the text as normal. 2. Click on the destination cell. 3. Right click in the formula bar at the top of the page. Then select the Paste icon. 4. Press the Enter button on the keyboard. 	

Printing the Turnaround Plan

The Turnaround Plan is already formatted for printing; however, as data is entered into the document it may be necessary to edit the print settings to have the document print correctly.

Print settings can be edited on the print preview screen. At this point users may edit page margins, paper size and scaling options. By selecting "Fit all columns on one page" the user can direct Excel to automatically scale the document to one page wide.

The screenshot displays the 'Print' dialog box in Microsoft Excel. On the left is a dark green sidebar with navigation options: Info, New, Open, Save, Save As, Save as Adobe PDF, Print (highlighted), Share, Export, Close, Account, and Options. The main white area is titled 'Print' and features a printer icon and a 'Print' button. To the right of the printer icon is a 'Copies' field set to '1'. Below this is the 'Printer' section, showing 'HP LaserJet P2050 Series PCL6 Ready' with a 'Printer Properties' link. The 'Settings' section contains several dropdown menus: 'Print Active Sheets' (Only print the active sheets), 'Pages: 1 to 1', 'Print One Sided' (Only print on one side of th...), 'Collated' (1,2,3 1,2,3 1,2,3), 'Portrait Orientation', 'Letter' (8.5" x 11"), 'Normal Margins' (Left: 0.7" Right: 0.7"), and 'Fit All Columns on One Page' (Shrink the printout so that it...). A 'Page Setup' link is located at the bottom right of the settings area.

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:	5/25/2016
Consecutive School Years Rated Academically Unacceptable/Improvement Required:			3rd Year IR

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 checked="" 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.

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

Campus Turnaround Plan

District Name:	New Frontiers Charter School	County-District Number (CDN):	015805
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Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i> Coaching will be the overarching initiative to address the root cause of the lack of instructional focus and a climate of low expectations. External leadership coaching to include the campus principal and instructional specialist will be maintained (beginning 2015-2016) 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 monitor the data driven decision-making process in conjunction with our external partners beginning the 2015-16 school year. Staff, parents & students will discuss academic progress and ways in which both parents and teachers can assist students at school and at home. Instructional coaching will be focused on literacy as the foundational component of academic achievement. Literacy in all foundational areas will be the new academic focus. The campus will create a literacy philosophy to be guided with a balanced literacy approach. The current resources will be supplemented with the new literacy initiative and implementation will be closely monitored. This will ensure consistent progress is made beginning in Kindergarten, to lead to readiness at the Frank L. Madla Early College High School. Lastly, in order to cultivate a teaching corps with a coachable, growth mindset it will be imperative to recruit and retain effective talent. Therefore, a new screening process will be introduced in spring/summer of 2016 contractual agreements and merit pay will be considered as an element of the newly designed turnaround initiative.		Impacted Critical Success Factors (CSFs): <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>			

Campus Turnaround Plan

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Coaching will promote a school climate focused on prioritizing academics in a student-centered environment, with an emphasis on capacity building and cultivating talent who are open to professional growth, turning around feedback on instructional practice and hold a united sense of purpose. Through the collaboration of a proven external partner, coaching will positively impact the instructional leader and the teaching staff. The turnaround initiative will ensure that all stakeholders 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. In turn, teachers will meet frequently with students and their families to authentically share progress measures and build rapport. These measures will lead to a constant focus on academics, literacy progression in all foundation areas, and data-driven communication.

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

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. Student performance as illustrated by newly defined formative and normed-referenced assessments that began in 2015-16 will be used to create a substantive feedback loop between parents and teachers. This will be done on a consistent and frequent basis. 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 formatively assess the intended outcomes of the turnaround initiative. This empowerment of school staff and the collaboration with stakeholders will focus on academic achievement and measures of college readiness.

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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 newly established 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. This vision, developed during the turnaround process, articulates the new college-going culture and shift in the district's paradigm brought forth by the pathway to the early college high school. The initiative will address both internal and external communications to promote an unwavering spirit of high expectations for all stakeholders. Teacher leaders 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. Communication amongst students, teachers & families will be enhanced, in respectful two-way methods through the use of required parent-student conferences to focus on academic progress and readiness. Parents will receive a multi-layered approach of communication methods to provide information of student outcomes to include face-to-face communication and via electronic means amenable to the parent's preferences. The current parent-school compact will be strengthened to commit to a values of high expectations and a relentless effort towards achieving academic excellence.

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 due to the effectiveness of this initiative that began 2015-2016 and provide an academic focus in collaboration with the campus principal. The organizational chart is being reorganized to help provide greater defined autonomy to the redefined elementary instructional specialist. The new role of teacher leaders represented at each grade level will work directly with the elementary instructional specialist. The teacher leader is at the advanced/master level in their instructional capacities determined by specific indicators and outcomes. The elementary instructional specialist will be utilized to coach groups of teachers. The teacher leaders and leadership team lead regular professional learning communities. Teachers will participate in professional learning communities, collaborate with lesson planning, and share observations between teachers to lead a reflective practice among instructional staff. Teacher leaders will be trained in the campus evaluation system focused on the domains of instruction and classroom management.

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 student outcomes align with literacy goals and initiatives. The instructional specialist will work closely with staff to provide appropriate professional development opportunities. To meet improvement goals the leadership team will build a united sense of urgency towards driving towards the vision of the elementary campus. In order to address talent management in the 2016-2017 academic year and recruit effective teachers, 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. A district level 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. Additionally, merit raises will be awarded to teachers who meet specified criteria.

Campus Turnaround Plan

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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, Teacher Leader 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):
<input type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction)
<input type="checkbox"/> CSF 2 - Quality Data to Drive Instruction
<input type="checkbox"/> CSF 3 - Leadership Effectiveness
<input type="checkbox"/> CSF 4 - Increased Learning Time
<input type="checkbox"/> CSF 5 - Family/Community Engagement

Campus Turnaround Plan

District Name:	New Frontiers Charter School	County-District Number (CDN):	015805
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		<input type="checkbox"/>	CSF 6 - School Climate
		<input type="checkbox"/>	CSF 7 - Teacher Quality

Campus Turnaround Plan

District Name:	New Frontiers Charter School	County-District Number (CDN):	015805
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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?*

<Enter Text>

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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?*

<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		