Campus Turnaround Plan

District Name:	YES Prep Public Schools, Inc.	County-District Campus Number (CDCN):	101-845-011
Campus Name:	YES Prep Southside	Grades Served:	6th - 8th

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Ashleigh Fritz	School Director
Ashley Harris	Director of Academics
Philip Wright	DCSI
Jane Kuchar	PSP

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:
Ashleigh Fritz	School Director
Ashley Harris	Director of Academics
Destiny Woodbury	Director of Student Support
Scharese Wright	Director of Campus Operations

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.

YES Prep Southside (Southside) opened its doors in 2015 and is entering its third year with 6th - 8th grade. Southside serves the South Park, Sunnyside, South Lawn, and Golfcrest/Bellfort/Reveille communities. During its inception, Southside veered from the traditional YES Prep model of enrolling 150 sixth graders and instead welcomed 300 sixth graders in 2015. The founding School Director (Principal) was experienced and energized to enter a new community for the YES Prep network; however, he did not have ample time to assess the needs of the new community and to build a staffing model to address the need. With the doubling of student size, a great amount of effort went into recruiting staff. Though there were great efforts, 45% (9/20) teachers were novice and struggled to meet the needs of the student body. The campus also served the largest Special Education population at YES Prep. After the first year, the founding School Director (Principal) transitioned into a new role with a different organization and his successor was charged with leading the campus though with limited previous experience. Strives were made throughout the year to adjust the student culture and behavior in hopes to see drastic academic improvements. There were gains made in student climate via survey data; however, these gains were not made academically. YES Prep Southside is now in its third year and is being led by its third School Director (Principal). The student body consists of 617 students in sixth through eighth grade, of whom 57% of are African American, 41% are Hispanic, and about 2% are White, American Indian and Asian/Pacific Islander. The percentage of students qualifying as Economically Disadvantaged is 96%, 68% are At-Risk and 13% are ELL Learners, and 11% of students are served in the Special Education program. Students entering Southside on average are 1-3 years behind grade level.

Include the campus vision.

YES Prep Southside exists to eliminate educational inequity by partnering with the Southside community. We develop Giants who are ready to excel in and graduate from a 4-year college. We empower Giants to demonstrate resilience and integrity, advocate for self and their community, and always strive for excellence.

Needs Summary and Turnaround Plan

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

We did not appropriately analyze the needs of the school community (students, parents, staff, and leaders) and create and implement a comprehensive plan to support students both academically and emotionally.

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

The YES Prep Southside Turnaround strategy will be to develop and implement a comprehensive plan to meet the needs (academically and emotionally) of the student community. The focus of this plan will be to enhance the quality of daily instruction and create and implement a comprehensive system to ensure all students have exceptional daily instruction delievered by a quality classroom instructor. To address the social-emotional needs of our students, we will collect, analyze and act upon data from student needs assessments.

Outcome: *Describe how the turnaround strategy will help the campus achieve its vision.*
The expected outcomes of this strategy are:
1. The development of teacher collection and responsiveness to real-time data (aggressive monitoring) will result in early student interventions and will result in greater academic student outcomes.
2. The implementation of bi-weekly data meetings will enhance teacher knowledge of conceptual misunderstandings and provide clear next steps to reteach unmastered material.
3. The partnership with ProUnitas will provide small group/individual interventions to support the social-emotional needs of our students. This partnership will allow students to focus on their academics because their other needs are being supported.
4. The enhancement of the knowledge and skills of the School Director and members of the Instructional Leadership Team, through the Relay: Get Better Faster training, will ensure aligned coaching and support provided to teachers.
5. The implementation of key look-fors (aligned, objective-driven, rigorous lesson plans; strong teacher presence; clear delivery; etc.) will result in consistent increased student performance in all content areas and grade levels.

Annual Goals: *to be completed upon receipt of 2018 preliminary rating*
<Enter Text>

DO NOT ANSWER |

Processes/Procedures: *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*
To ensure the turnaround initiative is implemented effectively, we adjusted expectations for lesson plans and how staff are using their priority planning periods.We will also use professional development times to place teachers in appropriate groups to ensure sessions are differenitated and meet the needs of our teachers. We have created a tracking system to capture campus look-fors to define success or identify where to continue our focus. Lastly, to support our students social-emotional needs, we created a clear Response to Intervention protocol and have bi/weekly meetings to ensure we accurately identified students and interventions are being implemented.

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

Processes and Procedures Implementation	Activity *(Actions/Processes)*	Timeline	Person(s) Responsible	Resources	Expected Outcomes *(Goal/Target)*	Results *(Outcomes/Data)*	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	Attend Relay Traning	June - Spring	Instructional Leadership Team				Select	
	Train teachers on the aggressive monitoring stratetgy used to maximize student practice	October and January	Instructional Leadership Team and School Director				Select	
	Teachers will be placed in professional development cohorts based on observations completed by ILT.	October - May	Instructional Leadership Team				Select	
	Assign students to small group interventions through partnerships established with ProUnitas.	Oct - May	Director of Student Support				Select	
Intermediate: *(Implementation)*	Identify Campus Looks-fors every three-weeks	September - May	Director of Academics and School Director				Select	
	Bi-weekly Data meetings	November - May	Deans of Instruction				Select	
	Implement small group professional development based on cohorts	October - May	Instructional Leadership Team				Select	
	Place students in intervention groups based on needs assessment and teacher referrals	September - May	Director of Student Support and SOC Managers				Select	

Long-Term: *(Results)*	85% of teachres will be ultizing aggressive monitoring strategy in their classroom	By March 31st	Instructional Leadership Team				Select	
	5% of students are Tier 3, 15% of students are Tier 2	By end of year	Director of Student Support				Select	

Processes/Procedures Implementation Status:	**Check in date:** <enter date>	<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?*

We are committed to finding creative solutions to elimiiante barriers. At the start of the year, we redefined the role of our culture and instructional teams. Our instructional team is focusing on the development of the teacher through observations and coaching one-on-ones. Teachers are observed bi-weekly and engage in coaching conversations 48-hours post-observation. Deans of Instruction will no longer serve as a point of contact for student behavioral concerns. Deans of Instruction will still coach teachers around behavior management; however, specific student concerns will be addressed to our Deans of Students. Our Culture Leadership Team developed a common response team to outline how we want to address student concerns throughout the year. With our partnership with ProUnitas, our culture team (Deans of Students and Student Support Counselors) will use data weekly to determine interventions needed for students. Based on student needs, students will either be assigned at school interventions or will be matched with an outside partner. Student of Concern Managers are responsible for ensuring interventions are in place and being implemented. We frame all professional development sessions by providing clarity, engaging in deliberate practice, and communicating what accountability will look like. The framing of sessions will eliminate confusion and communicate the expectation for follow through. As barriers arise throughout the school year, the Directors' Team will work to propose changes and when necessary will consult the Chief of Schools.

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

Organizational Structure Implementation	Activity *(Actions/Processes)*	Timeline	Person(s) Responsible	Resources	Expected Outcomes *(Goal/Target)*	Results *(Outcomes/Data)*	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	The master schedule will be set to ensure teachers teaching the same period have the same planning period for lesson planning meeting and data meetings.	July/August	Director of Campus Operations				Select	
	Select tutorial leads to ensure student academic interventions are meaningful.	December	Director of Academics				Select	
	The School Director will receive coaching and feedback from the Chief of Schools to monitor campus initiatives and campus data trends.	July - May	Chief of Schools				Select	

	Under the supervision of the Director of Academics, each Dean of Instruction will be held responsible for conducting bi-weekly observations and coaching along with leading bi-weekly data meetings.	July - June	Director of Academics			Select	
Intermediate: *(Implementation)*	Bi-weekly meeting to review data and determine next steps	Ongoing throughout year	Director of Academics and School Director			Select	
	Tutorial lead planner per STAAR tested course	December	Director of Academics			Select	
	The Director of Student Support will hold each Student Support Counselor accountable to logging student interventions and working with partners.	September - May	Director of Student Support			Select	
	Dean of Instruction conduct bi-weekly observations with teacher cohort.	August - May	Deans of Instruction			Select	
Long-Term: *(Results)*	80% of teachers are meeting campus instructional look-fors	September - May	Deans of Instruction			Select	
	Students are responding to small group interventions through movement of their Response to Intevention tier.	Ongoing throughout year	Director of Student Support			Select	

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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.)*

As a campus instructional team, we will relay heavily on the practices shared through the Relay: Get Better Faster yearlong professional development sessions. We will adjust our schedule to ensure implementation of meetings. Home Office employees (Content Specialists, Manager of Student Culture Programming, and Instructional Leader Support Specialist) will each play a role in developing staff through planning meetings or role-specific meetings. To support students, we will allocate funds to a late bus to support our afterschool tutorial initiative. Additionally, we are building greater capacity on campus through trainings. We adjusted our master schedule so we have early dismissal every Wednesday. This allows us to meet with staff every school for professional development. When observations are conducted or when professional development, Deans of Instruction observe to ensure strategies and skills are implemented.

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Capacity and Resources Implementation	Activity *(Actions/Processes)*	Timeline	Person(s) Responsible	Resources	Expected Outcomes *(Goal/Target)*	Results *(Outcomes/Data)*	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	Hire new reading intervention teacher	September/ October	School Director				Select	
	Student Support Counselors are trained using the ProUnitas Purple system	September - May	Student Support Counselors/ Director of Student Support				Select	
	The Director of Student Support or Dean of Students will work with the Manager of Student Culture Programming (Home Office employee) weekly to assess student culture and create and implement next steps to address areas of concern.	September - May	Student Support Counselors/ Director of Student Support				Select	
	Relay training aggressive monitoring, phase 1-4 instructional feedback	September - May	Deans of Instruction				Select	
Intermediate: *(Implementation)*	Lead tutorial planner providing rigorous, aligned, objective-driven lessons	January - May	Director of Academics				Select	
	Weekly planning meeting with Content Specialist	October/November	Director of Academics				Select	
	Coordinating the late bus	January	School Director/ Executive Assistant				Select	
							Select	
Long-Term: *(Results)*	Well planned and excuted tutorials that are attended at an 90% attendance rate.	January - May	Director of Academics/ Director of Student Support				Select	
							Select	
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Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Communication Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	Conduct a listening tour to learn the things the staff, parents, and students believe Southside should "keep, start, and stop doing"	May/June	School Director				Select	
	Develop and communicate to all staff a comprehensive plan (for two-years) of what and how Southside will address to turnaround the campus.	June - August	Directors' Team				Select	
	Meet montly with the Student Council to solicit student input on initiatives and to problem-solve student concerns.	December - May	School Director				Select	
	Grade Level Chairs will serve as communication conduits between teachers and campus administration.	August - May	Grade Level Chairs				Select	
Intermediate: *(Implementation)*	Communication of two-year comprehensive plan	Beginning of the year	School Director				Select	
	The parent survey will be used to provide a vehicle to provide input and feedback on the school.	January/ February	Director of Student Support				Select	
	The Chief of Schools will serve as a communication conduit between the campus and the Home Office (district) in order to facilitate access to resources and other supports.	September - May	Chief of Schools				Select	
							Select	

Long-Term: *(Results)*	Stakeholders are regularly updated on the status of the campus turnaround initiative and have opportunities to provide input/feedback.	Quarterly	School Director				Select	
							Select	

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

Category	Amount	Description
Payroll	$ 294,338.00	two-year budget: 4 teacher fellows $133,500 ($30,000 + $3,375 in benefits =$33,375 per teacher), hire an additional Behavior Support Specialist $60,000 + $6,750 in benefits = 66,750, Dean of Instruction or Students $63,000 + $7,088 in benefits = 70,088, extra duty pay for tutorials $12,000 per year
Professional Development	$ 40,000.00	$20,000 per year: professional development (attending and contracting with a specific consultant)
Supplies and Materials	$ 30,000.00	$10,000 per year: supplies and materials for implementation of professional development; $10,000 for technology programming/software to assist with closing the gap of our lowest performers
Other Operating Cost		
Capital Outlay		

In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).

CSF 1: Coherent Curriculum and Assessment	Lesson planning initiative Strategic, robust tutorial plan Bi-weekly data- meetings Aggressive monitoring to maximize student practice
CSF 2: Leadership Effectiveness	Members of the Instructional Leadership Team will attend the Relay: Get Better Faster training throughout the year Student Support Counselors will be trained to effective use the ProUnitas system Home Office development provided by the Manager of Culture Programming and Instructional Leader Support Specialist
CSF 3: Teacher Quality	Teachers will receive ongoing coaching and targeted professional development Teachers will learn how to aggressively monitor to maximize student practice and intervene earlier Teachers have small group lesson planning meetings with content experts (Content Specialists)
CSF 4: Family/Community Engagement	Monthly parent meeting (Southside Sizzle) to update families on Southside's progress and to solicit input. The parent survey will be used to provide a vehicle to provide input and feedback on the school.

CSF 5: School Climate and Culture	The work with ProUnitas will address the culture and climate of school Staff satisifaction will increase school climate due to staff feeling supported and well trained Teachers ability to influence their classroom will drastically improve the climiate in the classroom and thus the school