**Gardens Elementary Turnaround Plan**

**2016-2017**

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

The campus was not applying policies and practices that would promote high level, differentiated instruction, thereby affecting student performance. This included not addressing the academic needs of individual students, providing an environment that supported students’ socio-emotional well-being and growth, improving parent and community communication, providing effective and timely teacher training and a school schedule designed to support both in-class and supplemental instruction. In addition, there was no campus-wide system for identifying, implementing, monitoring and sustaining tiered interventions in the classroom. The campus did not effectively implement Research-Based Interventions and practices to improve student achievement and engagement, meet the needs of diverse learners and build professional relationships with students and staff. Addressing the Critical Success Factor (CSF) of Academic Performance will result in an effective instructional infrastructure that provides differentiated support and accountability for improved teaching and learning and subsequently, improved student performance.

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

In addition to the Reconstitution Plan that led to the spectacular growth and success being experienced at Gardens now, our next step for the Turnaround Plan is to work and establish a Response to Intervention (RtI) plan that meets the needs of the remaining students with academic struggles. The systemic approach for turning around Gardens Elementary focuses on an RtI system for early identification of struggling students and the establishment of effective tiered intervention strategies. Because the school is already engaged in PLC instructional practices, a natural segue would be to launch an extensive campus based RtI program as the two are aligned to support the same outcomes. The system targets the development and close implementation of structures that meet individual student learning needs, support individual teacher professional development, and create a school environment in which students, staff, parents and community view school as a safe, satisfying learning place. This will be accomplished by establishing a well-rounded campus based RtI team, frequent monitoring of student progress which includes attendance, discipline, personal well-being and academic performance, providing teachers with continuous, sustainable professional development in effective tiered RtI strategies, and creating a school infrastructure that capitalizes off of time through the master schedule.

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

By establishing tighter controls over protocols, policies and procedures when implementing the RtI Model, ensures that barriers to student performance, teacher practices and parent engagement will be eliminated by: (1) designing purposeful, campus specific staff development that support instruction and intervention; (2) enhancing student achievement and professional relationships by modeling instruction and coaching, promoting highly engaged classrooms; (3) analyzing data to track student learning, thereby creating an “early warning system” for intervention; (4) teachers actively collaborating and sharing in lesson planning and interventions; (5) following established lesson design and data protocols that will encourage consistency and continuity across content and grade levels; (6) performing intermittent checks on newly established RtI processes and systems to ensure implementation is to fidelity; (7) and communicating with parents to support learning in the home by becoming active participants of RtI.

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

One of the most important aspects of a successful Turnaround Plan is to establish a viable and sustainable Instructional Infrastructure. The following processes and procedures centered around the RtI Model will be necessary to implement that plan in the following ways:

1. A campus based RtI team will be created and deliberately selected to drive and monitor the RtI initiative. The team will meet monthly to discuss programming needs as well as Tiered 2 and 3 student progress. They will also establish protocols and develop an in-house Pyramid of Interventions (POI) specific to the campus’s needs, but are aligned with the District’s POI. An intervention matrix will be used to determine strategy effectiveness.
2. The District’s Intervention Specialist (repurposed) will provide RtI training, weekly coaching, and differentiated instructional support to teachers as well as sit on the campus’s RtI team for guidance and district alignment purposes. An additional (flex) ancillary teacher will be available to provide support to a wider net of struggling students.
3. A District Research and Accountability specialist will coach and guide PLC teams to use the S.E. data analysis in a new format to determine instructional issues from learning ones. PLC teams will then receive appropriate instructional coaching or quickly identify those students needing tiered supplemental interventions according to the campus POI. PLC and the RtI teams will monitor student progress.
4. A new universal benchmark assessment will be used to more accurately screen for Reading Level placement so that those who are not on grade level can receive immediate tiered interventions from the campus interventionist. Books in a variety of texts will be purchased and distributed to students to encourage independent reading. Also, a new district Summer Reading Program will be implemented which has a parent training module to better communicate how AR works and the role parents can play in its support to avoid reading regression.
5. The district’s interventionist will provide professional development and coaching for the RtI initiative and all trainings will required. Campus representatives will be sent to the PLC Institute focusing on its RtI components.
6. Program monitoring will be performed through in-house instructional rounds led by the district interventionist. Classroom and PIE time walkthroughs will focus on differentiated instruction and other strategies in the campus’s POI. Feedback will be immediate and corrective actions are to be implemented quickly to ensure teacher behavior is modified. RtI teams will monitor student grades and CBA assessments for alignment to ensure consistency in benchmark performance and grade reporting. Both RtI and PLC meetings will be documented and meeting records submitted to campus and district administrators.

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

***School stakeholders chose a vision that would ensure the school stay the course over the next several years through ownership, partnership, and commitment of the turnaround plan. The vision is- “Gardens is a diverse and inclusive school community committed to academic excellence and integrity. We provide high quality instruction in a caring, safe and healthy learning environment, responsive to each student in collaboration with families and the community.”*** This vision will be communicated through an improved 2-way and multidirectional communication system with our key stakeholders which include teachers, students, parents and community members. The intent is to provide processes and outcomes that will become essential to the overall success of the initiative. To increase two-way communication with teachers, a protocol will be established to guide the work of PLCs and regular walkthroughs that focuses on quality differentiated instruction and intervention strategies will be performed with immediate feedback for teachers. This process will result in focused professional development that will support student achievement.

Grade level and RtI team meeting minutes, agendas and other documents will be submitted to campus and district administrators. To increase two-way communication with students, a process of SMART goal setting and individual data tracking will be implemented in order to encourage students to continually seek academic excellence. Additionally, processes will be established and communicated through the RtI team for regularly receiving input from and updating student progress to students, teachers and parents. Staff meetings, school assemblies, and regular parent/community informational meetings regarding enrichment and intervention program services will occur in regular intervals. Establishing an effective, transparent communication network is key to creating a venue that eliminates barriers, and eventually the root cause, of insufficient learning and performance at Gardens.

**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?**

The Principal will facilitate the creation and the appointment of the RtI team and its members. The Assistant Principal will oversee its duties with the district’s interventionist as its guide.

The district interventionist will provide the campus with additional RtI training, coaching and weekly support as well as lead in-house Instructional Rounds with principal, AP, and peer facilitators.

Ancillary and campus interventionists will support Tier 2 interventions for identified struggling students.

To solicit support for the RtI initiative, leadership opportunities will be provided to 4-5 teacher leaders to participate in the District’s PLC Teacher Leader Academy in order to build capacity for the RtI Turnaround Initiative through Professional Learning Communities. Campus administrators must also continually communicate the purpose of the RtI goals (via meetings, emails, internet web postings, campus bulletins/posters, etc), and empower staff by celebrating short term wins (i.e. high CBA scores for Tier 2 students) or personal acknowledgements on successful outcomes relating to the RtI initiative.

**Capacity and Resources**

The staff required to implement the plan include:

• District Intervention Specialist (repurposed) will provide ongoing job-embedded coaching and professional development in RtI to teachers. The district interventionist will be present on the campus one day per week to ensure that teacher needs are being met and RtI program specs are being adhered. The district interventionist will lead in-house instructional rounds and sit as a member of the campus RtI team.

•Ancillary Interventionist – This is a flex position in response to the campus’s increasing enrollment of 504, Special Ed, At Risk and Economically Disadvantaged students. The primary responsibility of the Interventionist will be to teach in a small group setting specific SE’s that will increase their academic success rate. The Interventionist will act as a resource to classroom teachers in implementing intervention initiatives as well as assist teachers in the referral process for RTI. They will maintain data that documents progress monitoring and interventions of all students at Tier 2 and Tier 3 to ensure the integrity of the interventions. They will assist in planning, implementing, and assessing intervention services to ensure fidelity. Finally, they will improve communication amongst the stakeholders by reporting the results of testing and evaluation of assigned students to their teacher, school administrators and parents in a timely fashion, and keep non-academic teachers who encounter students informed of any special circumstances on a need-to-know basis.

• The Parent Liaison will implement the new parent interactive program designed to support teachers by doing learning activities at home. In order to improve communication of academic goals and expectations, the parent liaison will also organize outreach efforts to parents in regard to the new Summer Reading Program which involves classes that teach parents about Guided Reading and reading levels so that students do not regress over the summer.

•The Assistant Principal, working in collaboration with the principal and district’s interventionist, will now oversee RtI implementation.