

# Campus Turnaround Plan

<b>District Name:</b>	Houston ISD	<b>County-District Number (CDN):</b>	101912
<b>Campus Name:</b>	Sugar Grove Academy	<b>Campus Number:</b>	163
<b>Grades Served:</b>	Grades 6-8	<b>Date of Board Approval:</b>	12-May-16
<b>Consecutive School Years Rated Academically Unacceptable/Improvement Required:</b>			3rd Year IR

## Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Lynett Hookfin	Principal
Jane Kuchar, Erica Deakins	PSP, DCSI
Charles Foust	School Support Officer
Kathy Warren-Ramirez	Assistant Principal
Sarah Rabourn	Assistant Principal
Joshua Hopper	Teacher Specialist
Patricia Orji	Teacher Specialist

## 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). <b>The comments must be submitted in the ISAM portal.</b>
<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.

Sugar Grove Academy (SGA) was originally built to serve as an elementary feeder overflow school due to overcrowded elementary schools in the area. Before the school opened it's doors, quick decisions were made to make Sugar Grove Academy a middle school opposed to another neighborhood elementary campus. There have been three principals and many teacher changes within the past 6 years. Only 6 teachers remain on the staff who were teaching at Sugar Grove Academy in 2013-2014. There are 13 new teachers on the staff in 2015-2016. The population of the campus has increased within the past 4-5 years and the increase in numbers is due to an increase in the number of refugee students and English Language Learners (ELL). In 2014-2015 42% of the students were English Language Learners. The percent of ELL students has increased during 2015-2016 and an additional ESL class had to be created. Student suspensions have decreased each year for the past 6 years and the yearly the number of students suspended is always less than 100 students; however, it usually involves the same students each year. Most Level 1 discipline referrals originate in a small number of teachers' classrooms.

## Needs Summary and Turnaround Plan

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

There has not been a clearly defined, collaborative system for recruiting, hiring, developing, and retaining quality content-certified teachers. Until this school year, 2015-2016 there has not been a consistent plan for providing intensive, ongoing support for new teachers and alternative certified teachers to provide them the knowledge and skills necessary to meet the needs of Sugar Grove Academy students particularly our English Language Learners. The consistent turnover of his teachers has resulted in a lack of consistent, quality instruction for students and academic performance has been below expectations. Even though the campus collects multiple types of student performance data, the high turnover in teachers and the number of new teachers hired each year has resulted in an ineffective system for using data to drive instruction.

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<b>Turnaround Initiative:</b> <i>Describe your systemic approach for turning around the campus.</i>		<b>Impacted Critical Success Factors (CSFs):</b>	
<p>The campus will use a clearly defined, collaborative system for recruiting, hiring, developing, and retaining quality teachers. In 2015-2016 the campus leadership team began to collaboratively provide targeted, ongoing support for new teachers by developing and providing a series of new teacher support meetings each week. Based on feedback from these teachers, the support for new teachers will be expanded to include additional collaborative learning opportunities including peer observations and coaching meetings. In addition to the expansion of support for new teachers, the campus leadership team will</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 type="checkbox"/> CSF 5 - Family/Community Engagement	
		<input checked="" type="checkbox"/> CSF 6 - School Climate	
		<input checked="" type="checkbox"/> CSF 7 - Teacher Quality	
<b>Outcome:</b> <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
<p>The collaborative, clearly defined system for recruiting and hiring quality teachers who are committed to teaching students at Sugar Grove Academy will improve the quality of instruction for students and increase teacher retention rates. The customized professional development plan provided for each teacher will maximize the potential of each teacher, improve instructional quality, and result in increased academic performance of students. The ongoing support for new teachers, the development of teacher leaders, and the ongoing, job-embedded professional development focused on improving teachers' skills to provide quality instruction for English Language Learners will also result in increased retention of quality teachers and an improvement in school climate.</p>			
<b>Processes/Procedures:</b> <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			
<p>The processes and procedures include using a structured collaborative system for recruiting and selecting quality teachers to fill vacancies before school ends. This system will involve the campus leadership team partnering with district staff to recruit, develop interview protocols, and select quality candidates. Summer professional development will be provided for new teachers and for teachers who struggle with classroom management and instructional delivery. Teacher development during the fall semester will include customized professional development for teachers to improve in data driven planning and instructional delivery. Administrators, teacher specialists, consultants, teacher leaders, and district support personnel will be responsible for teacher trainings and monitoring progress of teacher skills in the areas of checking for understanding, maximizing instructional time, differentiated instruction, and classroom management. Teacher sessions will be held after school, on weekends, and during the school day. Teachers will be allowed to observe other model teachers, receive support with planning and executing lessons, and analyzing data to plan and prepare rigorous classroom learning opportunities. A new teacher support network will be established to provide new teachers additional opportunities to participate in peer observations and to receive ongoing coaching and mentoring support.</p>			

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<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>			
<p>Sugar Grove Academy focuses on the development of quality teachers and the advancement of instructional technology to maximize the academic and social development of students. The campus' turnaround initiative is focused on helping the campus realize this vision. The shared and clear vision for the turnaround initiative will be communicated with the staff in professional development sessions that will allow team discussions and planning for student success. Ongoing collaborative sessions will consist of the staff discussing the root causes of low academic achievement and how the campus' turnaround initiative will address those root causes. Sessions to explain to parents the process of the turnaround initiative and student expectations will occur during open house in the fall and family events throughout the year. Leaders will post the vision for the campus' turnaround initiative in the campus data den to ensure that all PLCs work is focused on the school's transformational vision and goals. Community stakeholders will learn about and collaborate in efforts to increase student achievement in SDMC meetings and family night events during the summer, fall, and spring semesters.</p>			
<b>Organizational Structure:</b> <i>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?</i>			
<p>The organization of the duties and responsibilities of the campus leadership team are being changed. The campus has three assistant principals. One will be assigned solely to manage student discipline and the leadership of the campus' positive behavior initiative. The other two assistant principals and four teacher specialists will focus solely on providing instructional leadership and ongoing monitoring, coaching, and feedback for teachers. Teacher specialists will lead department PLCs. The administrators will focus on supporting tiered groups of teachers based on identified needs. This will allow the campus leadership team to make instruction a priority on a daily basis. Identified teachers will serve as teacher leaders and mentors in supporting new teachers.</p>			
<b>Capacity and Resources:</b> <i>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.)</i>			
<p>There are no new positons being added to implement this initiative; however, the roles and responsibilties are being changed to provide clear leadership for the initiative. Leadership for the campus' recruiting, hiring, developing, and retaining quality teachers will be shared by the principal, two assistant principals, two teacher specialists, and identified teacher leaders. District staff will serve as partners in developing recruiting and interviewing protocols as well as serving as resources in developing protocols for using data to drive instruction. Teachers will be provided extra duty pay to attend professional development during the summer and after school hours during the school year.</p>			

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

Category	Amount	Description
Payroll	\$10,000	substitute pay, extra duty pay, etc.
Professional Development	\$10,000	Professional development registration fees, consultants
Supplies and Materials	\$15,000	Matierals such as books used for book studies, student incentives, and other general supplies
Other Operating Cost	\$10,000	Contracted services for student management program
Capital Outlay		

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

There is not a clearly defined set of schoolwide behavior standards and expectations for students. Also there are no clearly defined procedures for teaching and communicating those expectations to students. Campus discipline problems generally begin in the classrooms of the same teachers throughout the year. This results from the fact that the new and inexperienced teachers lack the classroom management skills necessary to keep minor and frequent classroom infractions from becoming major disciplinary issues. Even though student suspensions have been reduced, it is the same students being suspended each year. Many of these students have social, emotional, or academic needs.

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

The Sugar Grove Academy initiative to reduce student discipline referrals and suspensions has two major components. The first is to help teachers understand the culture and needs of the Sugar Grove Academy student population and to establish an effective response to intervention (RtI) team to identify students who are in need of immediate academic, social, and emotional support. The RtI team will provide services based upon the needs of identified students and provide support systems such as a teacher mentors, peer mediation, tutoring, and social services. Ongoing monitoring and data

**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
- ☒ CSF 6 - School Climate
- ☐ CSF 7 - Teacher Quality

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

By creating clearly defined behavior standards for students, developing teachers' skills to teach and reward positive student behavior, and providing social and academic services to students in need, the turnaround initiative will create a positive school climate, increase our schoolwide parental involvement, and improve the quality of instruction in the classroom. The initiative will help teachers, campus leaders, and students to problem solve and be proactive in preventing discipline issues from occurring opposed to being reactive to attendance, discipline, and academic concerns. Parental involvement and parent partnerships at the school level will increase the awareness of academic and student behavior goals throughout the school year. Leadership effectiveness will be enhanced through the work of the work of the RTI team and the development, implementation, and monitoring of a system for identifying standards for positive student behavior, developing a system for tracking student behavior data, and implementing a system for rewarding positive student behavior.

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

The campus' SDMC and teacher leaders will develop schoolwide student behavior expectations and student management procedures. New and returning teachers who are currently on PPAs or who are already receiving classroom management support will receive training consisting of understanding 1) schoolwide positive classroom incentive programs, 2) procedures and language used to give instructions to students, 3) how to positively reward students' positive behavior, and 4) how to teach positive behaviors instead of assuming that students understand the campus expectations. A cultural awareness training will be conducted for the entire staff during the August inservice week in order for teachers to gain a better understanding of the population being served by Sugar Grove Academy. Monitoring and evaluations of teachers skills will be conducted every two to three weeks. All teachers will receive ongoing training and support during August inservice and during grade level PLCs throughout the school year. The RTI team will meet biweekly to determine students in need of support based on teacher referrals, student report cards, annual ARDs, nurse recommendations, referrals from social services, and disciplinary infractions. The RTI team will also be responsible for tracking progress of student participants. The team will then identify intervention steps and resources needed to meet the needs of identified students.

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

Sugar Grove Academy focuses on the development of quality teachers and the advancement of instructional technology in order to maximize the academic and social development of students. The campus' turnaround initiative is focused on helping the campus realize this vision. The shared and clear vision for the turnaround initiative will be communicated with the staff in a professional development sessions that will allow team discussions and planning for student success. Ongoing collaborative sessions will consist of the staff discussing the root causes of low academic achievement and how the campus' turnaround initiative will address those root causes. The schoolwide student behavior standards will be communicated to teachers during inservice, in the school handbook, during PLCs, and the weekly school bulletin. They will be communicated to students in the student handbook and during grade level student and parent orientation sessions at the beginning of the school year. The students will also receive a monthly school schedule that will reiterate and highlights the behavior expectations. Sessions to explain to parents the process of the turnaround initiative and student expectations will occur during open house in the fall and family events throughout the year. Parents will learn about the behavior standards for students and the steps they can take to provide support to their students. Leaders will post the vision for the

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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?*

The barriers to success will be the various expectations for students held by teachers and students. In order to eliminate this barrier will be to clearly establish the student behavior expectations and procedures and to ensure that everyone understands their importance to the students and the school. Clear roles and responsibilities for each RTI team member will be established by the campus leadership team. Each member of the RTI team will have to understand their specific role on the team. Everyone on the team will have to respect the various roles and responsibilities of all team members.

**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.)*

Staff that will be required to implement the plan includes all administrators, teacher leaders, and teachers on campus as well as the other members of the RTI team. The campus leadership team consists of the school principal, assistant principals, and teacher specialists. The leadership team will be required to implement and assist in monitoring the plan throughout the school year. Teacher leaders such as content area department chairs and data specialists will be held accountable for assisting content area teacher specialists and administrators in supporting teachers who are struggling to incorporate sections of the plan aligned to their specific content area. Teachers will be provided extra duty pay for attending professional development sessions in the summer and after school. A research-based tracking systems will be evaluated and purchased if one that meets Sugar Grove's need can be identified.

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

Category	Amount	Description
Payroll	\$10,000	Extra-duty pay and substitute pay
Professional Development	\$10,000	Professional development registration fees and consultant services
Supplies and Materials	\$5,000	General supplies
Other Operating Cost	\$10,000	Research-based system for identifying, tracking, and rewarding positive student behaviors
Capital Outlay		