

## Campus Turnaround Plan

<b>District Name:</b>	Montessori For All	<b>County-District Campus Number (CDCN):</b>	227826
<b>Campus Name:</b>	Magnolia MFA	<b>Grades Served:</b>	PK-6th

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Dottie Hall	PSP
Madison Schmakel	Principal
Sara Cotner	DCSI/CEO/Parent
Sarah Kirby Tepera	COO/Parent
April Willis	Director of Business Operations

### 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:
Sara Cotner	Superintendent
Madison Schmakel	Principal
Sarah Kirby Tepera	Principal's Supervisor/ Academic Coach

### 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.

Montessori For All (MFA) is a single campus charter, rated 2nd year Improvement Required (IR2). MFA strives to provide a high quality Montessori education to a diverse population of students. Montessori education has typically only been available in a private setting, but MFA was the first public charter school in Central Texas offering a Montessori based education. We are in our 4th year of operation, we have added grade levels, and our enrollment has grown significantly over the past few years. As a relatively new start-up with a unique educational model, we have experienced a few growing pains. We have found that our teachers generally come from public schools and need help with Montessori methods or come from private Montessori schools and need support with testing requirements. As a result, supporting increased teacher capacity has become an identified problem. Additionally, understanding how to meet the needs of students who enter Montessori late has also surfaced as a problem. Finally, there are modifications that need to be made to the Montessori instructional model in order to ensure that it leads to equitable outcomes for all children.

Include the campus vision.

Montessori For All endeavors to open and lead free, high-performing, authentic Montessori schools that partner with families to help children in diverse communities reach their extraordinary potential intellectually, emotionally, socially, creatively, and physically, so that they can pursue lives full of meaning and joy.

### Needs Summary and Turnaround Plan

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

As a result of an in-depth analysis regarding our IR status, the campus turnaround team identified the following root causes:

Root Cause 1: The instructional model does not make the accountability standards clear, limiting the ability to monitor student progress.

Root Cause 2: The instructional model lacks sufficient formative assessments in reading and math that help teachers understand how to adjust instruction to meet students' needs.

Root Cause 3: There are insufficient opportunities for students to receive targeted remediation when they need additional supports.

Root Cause 4: There is some misalignment between the Montessori scope and sequence and the pacing required by the state assessments.

These are campus-wide issues, affecting all grade levels, student populations, and all Critical Success Factors.

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

Ultimately, supporting teachers will have the greatest impact on student learning. Using this theory as our cornerstone, we aim to increase teacher capacity in the following ways:

1. The organization will provide more accountability measures through regular reading and math snapshot assessments. This will inform teachers of their student learning with targeted data points.

2. The organization will implement academic coaches to support teachers in planning didactic instruction.

3. The organization will plan and identify high quality professional development for teachers in Montessori instruction, reading instruction, and math instruction. The organization will also include training related to classroom and behavior management.

4. The organization will work with a Montessori trainer and external academic consultants to more tightly align the Montessori scope and sequence with the state testing schedule.

**Outcome: Describe how the turnaround strategy will help the campus achieve its vision.**

Ultimately, if teachers are supported and equipped to improve instruction, then students will be better served. The classroom teachers will be better informed with data points leading to improved individualized instruction, remediation, and reteach strategies. They will make data-based decisions on teaching approaches and they will understand their students' misconceptions. Additionally, the coaches and professional development will further support increasing teacher capacity resulting in improved instruction and ultimately leading to increased student performance.

**Annual Goals: to be completed upon receipt of 2018 preliminary rating**

TBD

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

Processes: The principal will create a new process for identifying needed professional development, approving registration requests for teachers, and following up with how the teachers implement what they have learned.

Procedures: Procedures will need to be in place to ensure coaching and feedback are appropriately given and positively accepted.

Policies will need to be established regarding teacher-selected professional development; how many days a teacher can leave school for PD; how much each teacher can spend on PD; when we will bring PD to the campus vs. send people off-site

**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
<b>Short-Term: (training, acquisition of new skills)</b>	Provide professional development to staff to increase their ability to interpret student performance as determined by state accountability	July 2018-September 2018	Principal will identify appropriate PD and ensure teachers attend				Select	
							Select	
							Select	
							Select	
<b>Intermediate: (Implementation)</b>	Host weekly PD with staff to ensure data is interpreted accurately	Weekly throughout the school year	Principal and Directors (SpEd, Student Services, and ESL)				Select	
	Host ongoing coaching sessions with teachers to ensure data is being applied to individualized instruction for students	Weekly throughout the school year	Principal and Directors (SpEd, Student Services, and ESL)				Select	
							Select	
							Select	
<b>Long-Term: (Results)</b>	STAAR results will indicate that students received instruction that prepared them to pass the STAAR; this will be as a result of teachers utilizing formative assessment data to understand student performance and to cater instruction to meet student needs	April-May	CEO will disseminate data				Select	
							Select	
<b>Processes/Procedures Implementation Status:</b>		<b>Check in date: &lt;enter date&gt;</b>	<Enter Text>					
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<b>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?</b>								

Directors will have more influence in the types of PD offered as it relates to data interpretation and implementation of instruction based on data. Teachers will be empowered to alter their teaching timelines based on student performance. Individualized instruction will become the expectation. We will hire a Director of Teaching and Learning that will relieve some of the curriculum and instruction work that the CEO and COO have been contributing. Weekly PD meetings will focus more on data and classroom management techniques.

**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
<b>Short-Term: (training, acquisition of new skills)</b>	Assess individual teacher needs related to PD	August-September	Principal, Coaches				Select	
	Provide PD on differentiation and RtI	August-September	Principal, Coaches, Teachers				Select	
							Select	
							Select	
<b>Intermediate: (Implementation)</b>	Evaluate the implementation of the PD received at the beginning of the year	September-May	Director of Teaching and Learning, Principal, Coaches				Select	
							Select	
							Select	
							Select	
<b>Long-Term: (Results)</b>	STAAR results will indicate that students received instruction that prepared them to pass the STAAR; this will be as a result of teachers utilizing formative assessment data to understand student performance and to cater instruction to meet student needs	April-May	CEO will disseminate data				Select	
							Select	
<b>Organizational Structure Implementation Status:</b>		<b>Check in date: &lt;enter date&gt;</b>	<Enter Text>					
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<b>Organizational Structure Implementation Status:</b>		<b>Check in date: &lt;enter date&gt;</b>	<Enter Text>					

**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.)

The Director of Teaching and Learning will be a new full-time employee who will support coaches, support teachers. This person will evaluate PD needs and determine how to improve instruction. The PD has been discussed in previous sections. The principal and instructional coaches will continue to participate in improving instruction, supporting teachers, and identifying creative ways to reach students who need more assistance. Technology will also continue to be used for remediation.

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

Capacity and Resources Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term: (training, acquisition of new skills)</b>	Engage in formative assessments	August 2018	Teachers; Director of Teaching and Learning				Select	
	Use intervention programs on computers	August-September 2018	Teachers; Director of Teaching and Learning				Select	
	Review and implement RtI strategies to determine student academic current levels, needs, and goals	August-September 2018	Teachers with support from coaches				Select	
							Select	
<b>Intermediate: (Implementation)</b>	Host student small group tutoring	August 2018-May 2019	Teachers and coaches; Director of Teaching and Learning				Select	
	Implement remediation programs on the computer	August 2018-May 2019	Teachers				Select	
							Select	
<b>Long-Term: (Results)</b>	Increased student performance on STAAR, TELPAS, and other summative assessments	April 2019	CEO will disseminate data				Select	
							Select	
<b>Capacity and Resources Implementation Status:</b>		<b>Check in date: &lt;enter date&gt;</b>	<Enter Text>					
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<b>Capacity and Resources Implementation Status:</b>		<b>Check in date: &lt;enter date&gt;</b>	<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?*

Parents will continue to have the opportunity to discuss the school's progress at monthly Coffee with the Principal meetings.  
 Rallyhood will continue to be an online forum board where school announcements will be posted and parents can ask questions/post comments.  
 Parent conference days will continue to be built into the school calendar, allowing parents dedicated days to speak with parents about their child's success.  
 Report cards and progress reports will continue to be sent home every six to nine weeks.

**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
<b>Short-Term: (training, acquisition of new skills)</b>	Ensure all parents and staff have a username and password for Rallyhood	July-August	Principal and Directors				Select	
	Ensure all staff members are set up with the school email account	July-August	Principal, Directors, Teachers				Select	
	Plan the format of parent conference days	July-August	Principal, Directors, Teachers				Select	
	Train teachers on how to complete progress reports and report cards	July-August	Principal, Directors, Teachers				Select	
<b>Intermediate: (Implementation)</b>	Engage and respond to Rallyhood	August-May	Principal, Directors, Teachers				Select	
	Engage and respond to emails	August-May	Principal, Directors, Teachers				Select	
	Host conference days	August-May	Principal, Directors, Teachers				Select	
	Send home progress reports and report cards	August-May	Principal, Directors, Teachers				Select	
<b>Long-Term: (Results)</b>	STAAR results will indicate that students received instruction that prepared them to pass the STAAR; this will be as a result of teachers utilizing formative assessment data to understand student performance and to cater instruction to meet student needs	April-May	CEO will disseminate data				Select	
							Select	
<b>Communication Implementation Status:</b>		<b>Check in date: &lt;enter date&gt;</b>	<Enter Text>					
<b>Communication Implementation Status:</b>		<b>Check in date: &lt;enter date&gt;</b>	<Enter Text>					
<b>Communication Implementation Status:</b>		<b>Check in date: &lt;enter date&gt;</b>	<Enter Text>					
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**How will you allocate campus and district funds for this initiative?**

Category	Amount	Description
Payroll	<\$60,000	We will hire a Director of Teaching and Learning. Since all other roles (teachers, principal, and other directors) will remain the same, the addition of this new role will be the only change to our budget per turnaround initiatives.
Professional Development	\$100,000	We currently have \$19,000 in the campus budget for professional development. However, we also have a budget for Montessori certification, Montessori consultants, and Conscious Discipline consultants. In the turnaround year, we can commit to spending \$100,000 on targeted professional development with the use of trainings, workshops, consultants, and coaching.
Supplies and Materials	\$45,000	We currently have \$36,000 in the budget for testing materials and other centralized materials. We can commit to spending an additional \$9,000 on updated licenses, device repairs/updates, and other supplemental formative assessment tools.
Other Operating Cost	0%	We do not plan on increasing operating costs. We moved into brand new facilities in Dec 2018-Jan 2019, and the operating costs of being in a new building will not be impacted by these turnaround goals.
Capital Outlay	0%	We do not plan on increasing capital outlay costs. We moved into brand new facilities in Dec 2018-Jan 2019, and the capital outlay costs of being in a new building will not be impacted by these turnaround goals.

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

<b>CSF 1: Coherent Curriculum and Assessment</b>	Increasing the use of formative assessments, benchmarks, and diagnostics will ensure teachers are assessing students and revising instruction as needed. Using data-based instruction is one of the top three goals we have for a turnaround campus and this CSF will definitely be addressed throughout coaching, assessing, and data-driven lesson planning.
<b>CSF 2: Leadership Effectiveness</b>	The top leaders on campus (e.g., principal, ESL Director, SpEd Director, and Student Services Director) will engage in 360 evaluations to ensure they are achieving leadership goals. They will be the main points of contact for teachers and they need to ensure they are providing adequate and appropriate coaching for the teachers. They will also meet with each other to calibrate their observations and expectations. Furthermore, they will also engage in targeted professional development so they have a thorough understanding of what teachers are expected to implement and that leadership has a unified set of expectations.
<b>CSF 3: Teacher Quality</b>	Teachers will attend, participate, and implement strategies from targeted professional development regarding content and classroom management. Improving teacher quality is a priority for this turnaround plan and ensuring the teachers are equipped for success in the classroom will be a top concern. Furthermore, teachers will receive constant and immediate feedback from their coaches on the implementation of expected strategies.
<b>CSF 4: Family/Community Engagement</b>	Families will be informed of the progress their students are making with the use of benchmark reports, progress reports, and report cards. Per our typical protocol, families will be reminded to engage in Coffee with the Principal and to participate in the Rallyhood online forum for feedback regarding instructional changes. Parents will be reminded that they can always contact their child's teacher or principal for specific questions regarding student performance or teacher effectiveness.
<b>CSF 5: School Climate and Culture</b>	The school climate and culture will be addressed in early professional development sessions to remind teachers that culture eats strategy. We will not be able to achieve the gains we want if the culture is not in a positive place which allows change and progress to take place. Furthermore, professional development sessions throughout the year will include the need to foster a positive environment, make kids feel welcome, and encourage family participation. We already have a very loving campus, but with the sense of urgency that turnaround brings, we will continue to ensure positivity and kindness in all of our interactions.