

Campus Turnaround Plan

District Name:	Marshall I.S.D.	County-District Number (CDN):	102902
Campus Name:	David Crockett Elementary	Campus Number:	103
Grades Served:	Kindergarten - 5th	Date of Board Approval:	

Consecutive School Years Rated Academically Unacceptable/Improvement Required: 2nd Year IR

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Angela Fitzpatrick	Principal (Principal and Campus Leadership Team new to campus.)
Layla Ames	Assistant Principal (new to campus)
Doris McKelvey	Instructional Coach (new to campus)
Teresa Lane	RTI (new role)
Joy LePoint	Math Interventionist (new to campus)
Richun Fisher-Abrone	Reading Interventionist (new to campus)
Serecca Henderson	Teacher (new to campus)

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:	Years in current role:	Last 3 roles:	Area(s) of work expertise: (do not include degrees earned)

Turnaround Plan Attestation Statements

<input checked="" type="checkbox"/>	By checking the box, we attest that if a new principal is hired on the campus prior to or during the implementation of the turnaround plan, the district must notify the agency immediately and ensure that the new principal will implement the commissioner approved plan.
<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.

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.

<Enter Text>

Needs Summary and Turnaround Plan

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

Teachers struggle with developing well-organized, high-quality lessons that reflect best practices, that are implemented using a structured model/lesson cycle (e.g. The Workshop Model) aligned with standards, and are appropriate for diverse learners.

Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>	Impacted Critical Success Factors (CSFs):
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The campus will implement a Coach-->Model/Demo-->Observe-->Coach model. The Co-teach model will be implemented in classrooms that serve students with disabilities. Instructional Coaches will utilize teacher-level student assessment data to guide training during PLCs and then engage in the training and support cycle.

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|-------------------------------------|---|
| <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 type="checkbox"/> | CSF 6 - School Climate |

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

By utilizing researched based coaching practices in lesson design, teachers will have opportunities to observe and practice effective models of instruction. Teachers will receive the benefit of regular feedback, and increase their ability to reflect on instruction and make quick revisions to their instructional practices. The campus will increase the capacity of instructional staff to plan and deliver quality, aligned lessons that will increase students' access to high quality instruction.

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

Instructional coaches will conduct PLCs and coach grade-level teams weekly. They will model based on a tiered process (1st year teacher/tina-3 x/wk; 2nd year teacher-2x/wk; veteran/high-performing-3x/6wks) model effective lessons and observe in classrooms, and follow-up with coaching feedback to guide subsequent lessons. Weekly Campus Leadership Team meetings will be conducted to review data by content and teacher. Administrators and instructional coaches will utilize a template to provide feedback in addition to feedback based on coaching walkthroughs. The Reflective Process Model will be used monthly. The following training will be included in the campus PD plan; TEKS Resource/Differentiation/Classroom Management. Teachers will have planning time of 1/2 of day per semester for grade level collaboration and planning. District created common assessments will be used each six weeks.

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

Prior to the start of the year staff-developed vision as well as an open house with flyers/vision statement will be created. During the first six weeks it will be shared at the PTA meeting as well as weekly staff newsletter/ letterhead/website/callouts. Parent-teacher conference meetings will be held with parents to communicate goals, learning expectations and progress for the campus and grade levels as it relates to their child. Teachers will receive feedback from the classroom walk-throughs. We will revisit and post vision on all meeting agendas. Campus Leadership Team members will communicate the progress of plans to the campus principal and she will share this information with the Assistant Superintendent during the Principal meetings. An electronic campus calendar will be utilized to collaborate and share assessment timelines for the district and campus.

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 campus principal will host teacher meetings to discuss new roles of instructional staff. New Instructional Coaches will be assigned to the campus in each content area, removing the barrier of limited campus-level support. BOY/MOY meetings will be held to collaborate on agreed-upon expectations, vision, and norms, to empower staff to fully engage in the turnaround initiative. A teacher survey will be utilized to increase faculty and staff buy-in. Coaches will have weekly, structured meeting to develop professional relationships, and build teacher capacity on the use of data to drive instruction. Teacher goal-setting will be aligned with the T-TESS model, campus vision, and student growth. Instructional Coaches will attend trainings and present to teachers during PLCs, eliminating the need for teachers to be out of the classroom, and increase instructional time by the teacher of record. Content area coaches will model and plan, and administrators will provide feedback for grade level teams to increase teacher knowledge and understanding of their grade level TEKS.

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.)*

Additions to the administrative leadership team include two newly-assigned instructional coaches, and instructional interventionists for Reading and Math, which is in contrast to the previous year in which coaches were shared at the district level. The instructional coaches will provide modeling and instructional support to teachers, and the interventionists will provide targeted instruction to students in Tiers 2 and 3. A behavior interventionist has also been assigned to the campus to assist in behavior counseling, goal setting and the development of positive social skills. These new staff members will increase the level of ongoing teacher and student support.

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

Category	Amount	Description
Payroll	320,000	Two instructional coaches, an additional interventionist, and substitutes for data analysis and planning days following fall and spring benchmarks (20,000).
Professional Development	10,000	Professional development in Coaching, Student Learning Objectives, student engagement and small group instruction.
Supplies and Materials	20,000	Instructional materials
Other Operating Cost	6,000	Attendance at professional conferences
Capital Outlay		

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

Teachers lack proficiency in providing engaging instruction to diverse learners and students with disabilities.

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

The Co-teach model will be implemented in classrooms serving students with disabilities. The Gomez and Gomez model will be implemented in Bilingual Classrooms. Staff will receive training on Cultural Responsiveness, and the implications for instructional practices.

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

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

Training on responsive practices will increase teacher knowledge and understanding of cultural diversity, and enable them to support learning for students who are English Language Learners. The Gomez and Gomez approach will provide an evidence-based framework for effective instruction. Co-teaching will provide a collaborative instructional environment, allowing teacher partners to focus on targeted instruction and interventions.

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

Instructional coaches will conduct PLCs and coach grade-level teams weekly. They will model based on a tiered process (1st year teacher/tina-3 x/wk; 2nd year teacher-2x/wk; veteran/high-performing-3x/6wks) model effective lessons and observe in classrooms, and follow-up with coaching feedback to guide subsequent lessons. Weekly Campus Leadership Team meetings will be conducted to review data by content and teacher. Administrators and instructional coaches will utilize a template to provide feedback in addition to feedback based on coaching walkthroughs. The Reflective Process Model will be used monthly. The following training will be included in the campus PD plan; TEKS Resource/Differentiation/Classroom Management. Teachers will have planning time of 1/2 of day per semester for grade level collaboration and planning. District created common assessments will be used each six weeks.

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

Prior to the start of the year staff-developed vision as well as an open house with flyers/vision statement will be created. During the first six weeks it will be shared at the PTA meeting as well as weekly staff newsletter/ letterhead/website/callouts. Parent-teacher conference meetings will be held with parents to communicate goals, learning expectations and progress for the campus and grade levels as it relates to their child. Teachers will receive feedback from the classroom walk-throughs. We will revisit and post vision on all meeting agendas. Campus Leadership Team members will communicate the progress of plans to the campus principal and she will share this information with the Assistant Superintendent during the Principal meetings. An electronic campus calendar will be utilized to collaborate and share assessment timelines for the district and campus.

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 campus will utilize a new instructional model, in which teachers will partner through a push-in approach to serve students in Bilingual classrooms. These teachers will have common planning time to ensure collaboration and opportunities for reflection and feedback. A new Bilingual Coach will be assigned to the campus, removing the barriers of language-specific support in these classrooms. The Coach will conduct weekly PLCs to develop teachers' understanding, and build teacher capacity on the analysis of data to drive instruction. Teacher goal setting will be aligned with the T-TESS model, vision, and student growth. The Gomez and Gomez model will eliminate the lack of instructional consistency in classrooms that serve students who are English Language Learners.

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.)*

A new Bilingual Instructional Coach and Push in English Language Learner (ESL) teacher will be added to the campus, which is in contrast to the previous year in which coaches were shared at the district level and the ESL teacher pulled students from classes. The instructional coach will provide modeling and instructional support to teachers. The new staff members and roles will increase the level of ongoing teacher and student support.

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

Category	Amount	Description
Payroll	650,000	Two instructional coaches, Two interventionist, English Language Learner Push in Teacher, Three Co-Teach Teachers and substitutes for data analysis and planning days following fall and spring benchmarks (20,000).
Professional Development	10,000	Professional development in Coaching, Student Learning Objectives, student engagement, Gomez & Gomez, Co-Teaching, and small group instruction.
Supplies and Materials	30,000	Instructional materials
Other Operating Cost	6,000	Attendance at professional conferences
Capital Outlay		