

# Campus Turnaround Plan

<b>District Name:</b>	Marshall I.S.D.	<b>County-District Number (CDN):</b>	
<b>Campus Name:</b>	David Crockett Elementary	<b>Campus Number:</b>	102902
<b>Grades Served:</b>	Kindergarten - 4th, current	<b>Date of Board Approval:</b>	
<b>Consecutive School Years Rated Academically Unacceptable/Improvement Required:</b>			2nd Year IR

## Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Melanie McCormick	Principal
Lesley Glanton	Assitant Principal
Luzelena Gonzalez	Teacher
Treva Sanders	Teacher
Jamie Warden	Parent

## 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 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.

<Enter Text>

## Needs Summary and Turnaround Plan

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

Teachers struggle developing well-organized, sequential lessons that reflect best practices, aligned with standard and are appropriate for diverse learners. Teachers lack the necessary fundamental knowledge and skills of the Workshop Model, limiting the use with fidelity, in order to meet the complex learning needs of students.

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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>To develop well organized sequential lessons utilizing TEKS Resource Systems that reflect best practices that are aligned with state standards and meet the needs of diverse learners. Common assessments are used to gather data.</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 type="checkbox"/> CSF 6 - School Climate	
		<input type="checkbox"/> CSF 7 - Teacher Quality	
<b>Outcome:</b> <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
<p>Utilizing research based instructional best practices in lesson design, delivery and planning aligned lessons will increase overall student achievement in each grade level; therefore increasing long term student success.</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 master schedule will provide time for grade level planning. Ongoing support and trainings will be provided for the TEKS Resource system. Teachers will be supported by the instructional content coaches specific to the campus. The Reflective Process Model will be used monthly. Teachers will have the planning time of 1/2 of day per six weeks for grade level collaboration and planning. Targeted teacher support will be given by the teacher's assessment data. Ongoing communication between the leadership team and the instructional coaches. Administrators will conduct walk-throughs to check fidelity. District created common assessments will be used each six weeks.</p>			

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

During the Beginning of the Year, all stakeholders will share and understand the Campus Turnaround Plan. Semester meetings will be held with parents to communicate goals, learning expectations and progress for the campus and grade levels. The administrators and teachers will develop and understand campus goals with timeframes that assess progress. Teachers will receive feedback from the classroom walk-throughs. Effective communication should take place weekly during the PLC times. The district administrators will have meetings with the campus administrators to communicate the process of plans.

**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?*

Stakeholders will be informed of the Turnaround Plan during staff development at the beginning of the year. Content area coaches will model and plan with the grade level teams to support the rigor of TEKS Resource. Literacy or ELA, math/science and bilingual support coaches will be implemented to aide in the weekly PLC meetings. It will also be their responsibility to model effective lessons and planning. Administrators will provide feedback on the TEKS alignment as well as the current expectations. The campus calendar will include timelines for district assessments set by the district leadership.

**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.)*

The administration team, classroom teachers, interventionists, instructional coaches will be the instructional staff. The new personnel for the campus would include an additional interventionist and two instructional coaches.

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

Category	Amount	Description
Payroll	411,000	2 instructional coaches, an additional interventionist, substitutes for planning
Professional Development	35,000	TEKS Resource system, student engagment
Supplies and Materials	166,550	student books, dictionaires, technology programs/software, instructional materials, student technology
Other Operating Cost		
Capital Outlay		

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

<Enter Text>

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

**Impacted Critical Success Factors (CSFs):**

<Enter Text>	<input type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction) <input type="checkbox"/> CSF 2 - Quality Data to Drive Instruction <input 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 <input type="checkbox"/> CSF 7 - Teacher Quality
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**Outcome:** *Describe how the turnaround initiative will resolve the identified systemic root cause.*

<Enter Text>

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

<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?*

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

Category	Amount	Description
Payroll		
Professional Development		
Supplies and Materials		
Other Operating Cost		
Capital Outlay		