

Campus Turnaround Plan

District Name:	Marshall ISD	County-District Number (CDN):	102902
Campus Name:	G W Carver	Campus Number:	101
Grades Served:	K-4th	Date of Board Approval:	

Consecutive School Years Rated Academically Unacceptable/Improvement Required: _____

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Loyed Jones	Principal
David Segers	Assistant Principal
Vanessa Durley	Parent
Sylvia McLin	4th Grade Teacher
Mendy Ford	3rd Grade Teacher
Sonya Burnett-Andrus	Interventionist

Turnaround Plan Attestation Statements

<input 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). The comments must be submitted in the ISAM portal.
<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.

GW Carver average about 235 students each year and is in Year 2 of Improvement Required. 90% of the students are African American and the mobility rate range from 21%-25%. In 2015, the campus met standards in Index 2 (Student Progress). In 2016, the campus did not meet standards in any of the four indexes. For the 2015-2016 school year, the campus experienced significant changes, including a new principal, change from full-time assistant principal to half-time assistant principal, a new curriculum, and a new district initiative of implementing Balanced Literacy. In addition, the campus replaced five (5) teachers during the year which effected 1st-4th grades. By the end of the 2015-2016 school year, 9 out of 15 (60%) of the classroom teachers were not part of the staff from the previous year. Progress Monitoring with Star Renaissance software showed student growth in math at one year's growth, while reading is consistently at yearly growth of 6 months. The use of this particular data did not accurately gauge student readiness for STAAR. Currently, Tier 2 students are being served by classroom teachers during a dedicated 30-minute intervention time and Tier 3 students are being served by the Interventionist using the Leveled Literacy (LLI) program. Replacement of the teacher has allowed for this year to be the 1st year Tier 3 interventions have been done with fidelity. District initiative of Balanced Literacy was not

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 standards and are appropriate for diverse learners. Teachers lack necessary fundamental knowledge and skills of the Workshop Model (limiting its use with fidelity) in order to meet the complex learning needs of students. Accountability overall is inconsistent, often leading to a low level of follow-through on district and campus initiatives.

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Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>		Impacted Critical Success Factors (CSFs):	
<p>To develop well organized sequential lessons utilizing TEKS Resource System that reflect best practices that are aligned with state standards that and meet the needs of diverse learners. Gathering data from common assessments will further assist in developing lessons aligned to the TEKS.</p>		<input checked="" type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction)	
		<input checked="" type="checkbox"/> CSF 2 - Quality Data to Drive Instruction	
		<input type="checkbox"/> CSF 3 - Leadership Effectiveness	
		<input checked="" 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	
Outcome: <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
<p>Research supports that teaching organized sequential lessons aligned to grade level state standards will improve overall student academic performance. Utilizing data driven instruction by use of common assessments will monitor effectiveness of teaching and student learning.</p>			
Processes/Procedures: <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			
<p>Reflective Practice Model - implemented every 6 weeks to increase teacher reflection on alignment and to determine if instruction is at the level and rigor of the TEKS for each grade level. Teachers will use the data from RPMs to set goals and plan lessons.</p> <p>Vertical PLCs - conducted monthly to deconstruct TEKS and to share best practices and monitor common instructional strategies.</p> <p>Within the master schedule, grade level PLCs - conducted weekly to review data, discuss lesson plans, and to model teaching strategies.</p> <p>District level Common assessments are given every six weeks to monitor effectiveness of teaching and utilize data to drive instruction.</p> <p>On-going TEKS Resource support and professional development aligned with grade level content.</p> <p>Individual teacher support will be given by instructional coaches housed on campus.</p> <p>On-going leadership team meetings to ensure clear communication between principal, assistant principal, and instructional coaches.</p> <p>Teachers submit weekly lesson plans. Monitoring of implementation of aligned lessons will be monitored by administrative walkthroughs. Half-day instructional</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?*

Implement campus inservice days before the first day of school to create a community of learners. Use the Turnaround Initiative and staff to create campus goals and a shared vision. Share the implementation process, teacher expectations, and necessary routines in place to carry out the plan. Transparent communication between home and school concerning grade level curriculum, student expectations, and school initiatives. Parent meetings will be held to provide parents an overview of the curriculum in a scenario such as "semester at a glance." Classroom teachers will be provided feedback from administrative, interventionist, and instructional coach team. Teacher and administrative team communication provided during PLC meetings. District cenral office and principal will communicate progress of implementation plan, common assessment results, and walkthroughs.

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?*

(1) Implement a campus master schedule to allow for grade level PLCs for all teachers. (2) Vertical PLCs, RPM walks, common assessments will be calendared. (3) Random lesson plan checks to insure lessons are aligned to the TEKS and pacing is consistent with the district common assessments. (4) Provide teachers with targeted support based on common assessment data. (5) Administrative walkthroughs to monitor alignment and student engagement. (6) Utilize T-TESS to assist teachers in growth. (7) Weekly leadership team meetings to solidify open communication. (8) District level common assessments provided every 6 weeks. (9) Half-day planning each six weeks for each grade level.

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.)*

(1) Two full-time instructional coaches (2) PD on best practices and effective instructional strategies. (3) PD utilizing the features of TEKS Resource System. (4) Instructional coach supplies: material for PD, materials to create student engagement resouces, printing costs. (5) Teachers: materials to create student engagement resources such as chart paper, card stock, markers, and printing costs (6) Instructional materials for all cores subjects (7) Assessment Creator software for campus assessments (8) Supplemental instructional materials (9) Instructional software campus site license (10) Sub pay for PD days and instructional planning.

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

Category	Amount	Description
Payroll	\$230,000.00	Two instructional coaches (\$50,000 x 2) x 2 years = \$200,000 Substitute pay for half-day teacher-release planning sessions and teacher-release to attend prof development (\$30,000)
Professional Development	\$30,000	on-going teacher and administrator professional development and travel
Supplies and Materials	\$25,000	Instructional/PD supplies for teachers and instructional coaches, software assessment creator for campus-based assessments, instructional software for student use, TEKS Resource System
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):

<p><Enter Text></p>	<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?*

<Enter Text>

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<Enter Text>

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<Enter Text>

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		