Campus Turnaround Plan

District Name:	Ector County ISD	County-District Number (CDN):	68901
Campus Name:	Pease Elementary	Campus Number:	117
Grades Served:	K-5	Date of Board Approval:	March 28 2017

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

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Dr. Autumn Sloan, Connie Conner, Myshell Gardner	Principal, Assistant Principal, Campus Curriculum Facilitator
Betsabe Salcido, Dr. Donnie Norwood	DCSI, PSP
Brenda Christian, Melissa Davis	Teacher, teacher
Priscilla Silva	Teacher, teacher
Olivia Juarez, Elizabeth Holtzclaw	Parent
Brisa Molinar, Shelley Carrillo, Kristen Garcia	Teacher, teacher, counselor

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:	Years in current role:	Last 3 roles:	Area(s) of work expertise: (do not include degrees earned)
Dr. Autumn Sloan	Principal	3	Principal, AP, Teacher	leadership, pedagogy, curriculum, data driven instruction, systems
Constance Conner	Assistant Principal	2	AP, Teacher	pedagogy, curriculum
Myshell Gardner	Curriculum Facilitator	5	CCF, Teacher	data analysis, curriculum, pedagogy
Kristen Garcia	Counselor	2	Counselor, Teacher	RTI process, goal setting
Wendy Hines	Assistant Superintendent of Elementary Operations	13	Elem Principal, AP, Teacher	leadership, supervision, data calculation, state accountability

Turnaround Plan Attestation Statements

☑	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.

☑	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.
☑	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.**
☑	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.

The demographics of the campus for 2016/2017 are: All students: 593 students; Hispanic 84%, African American 4%, White 11%, Economically Disadvantaged 66%, Special Education 9%, LEP 16%, Bilingual 13%. For the 2015/2016 school year the demographics of the campus changed due to the redistricting of the elementary schools causing an influx of approximately 400 students new to the campus. Also, due to the economic factors in the community, the district has experienced difficulty in filling instructional positions. The campus is currently employing nine long term substitutes in instructional areas. The campus continues to review applicants as they become available.

Needs Summary and Turnaround Plan

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

There is a lack of consistent Tier 1 instruction due to the number of staff new to the campus and the number of substitutes at the campus. The campus needs to focus on presenting the curriculum consistently and at the appropriate level of rigor. The campus will need to consistently monitor three subgroups: Hispanic, Economically Disadvantaged, and Special Education students to ensure that all students receive the appropriate level of instruction.

Turnaround Initiative: *Describe your systemic approach for turning around the campus.*	**Impacted Critical Success Factors (CSFs):**
To improve academic performance through an emphasis on Tier I instruction the campus will; focus on the implementation of student engagement and collaborative structures (enhanced cooperative learning), foster collaborative and collegial learning among teachers through vertical teams and learning walks, and continue to improve the focus on rigorous instruction and targeted interventions in each grade level	☑ CSF 1 - Academic Performance (Curriculum & Instruction) ☑ CSF 2 - Quality Data to Drive Instruction ☐ CSF 3 - Leadership Effectiveness ☐ CSF 4 - Increased Learning Time

the focus on rigorous instruction and targeted interventions in each grade level. through the use of formative assessment data. This initiative addresses academic performance, use of data to drive instruction, school climate, and teacher quality.	☐ 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.*

Focusing on the turnaround initiative will address Pease's low academic performance by achieving positive results on the STAAR test, increase the rigor and engagement in the Tier I instruction, increased use of data to drive instruction, improved school climate, and teacher quality.

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

The campus will address the turnaround initiative by the continued and expanded use of structures to create a more engaging and collaborative classroom setting. In the 2017/2018 school year the campus will plan for each instructional staff member to observe at a campus that has implemented student engagement and collaborative structures with positive results. The campus will expand professional development for the primary grade teachers on student engagement and collaborative structures during the 2017/2018 school year. In the 2018/2019 school year we will add to basic level of student engagement and collabortive structures with Level II training. To expand teacher capacity and create a more collegial campus "Learning Walks" will be instituted during one PLC meeting each month allowing for opportunities for constructive feedback and the opportunity to see how others address the curriculum. The campus will also institute schedule changes that will allow for vertical team meetings each month in each content area. These changes to promote engagement, classroom management and teacher collaboration will further promote increased rigor and the continued growth of Tier I instruction. Continued monitoring of teacher data, student by student data and Tier I instruction and intervention plans will occur to ensure these processes are effective.

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

The selected turnaround initiative will be shared with all stakeholders (staff, students, community and parents) through PTA meetings, newsletters, and the campus website. It is expected that the stakeholders will respond by actively participating in meetings and by electronic (email and/or surveys) responses.

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 change the structure of the organization by instituting vertical team meetings monthly and train teachers in learning walks that will be done during PLCs at least once per month. The Vision Team, made up of administrators and a teacher from each grade level and department, will meet monthly to discuss school progress, instruction adjustments, and campus issues determined in vertical team, grade level, and PLC meetings. The Vision Team meetings will allow for more staff voice in the processes of the school and allow for empowerment within the staff. These structures will be used to determine barriers within the school and work to eliminate them in a way that fosters collegiality and collaboration. The Vision Team was instituted in the 16-17 school year; however, its role will grow as the turnaround plan moves forward and encompass a more instrumental role in the focus and processes of the campus.

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 required to implement the plan from the campus: Principal, Assistant Principal, teachers, Campus Curriculum Facilitator, Reading Specialist, Counselor. Staff required to implement the plan from the district: DCSI, PSP, Assistant Superintendent for Elementary. Staff required to implement the plan from other areas: Region 18 staff, professional development presenters, parents, and community members. The staff working to support this plan are not different from the 16-17 school year; however, through the development of vertical teams, learning walks, and a more defined vision team all staff members will take a more active and vocal role in the monitoring and adjustment of campus initiatives.

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

Category	Amount	Description
Payroll	$7,000	Year 1- 2017/18 school year Substitutes for teachers-The campus has 35 instructional staff members that will observe one day at a campus that has successfully implemented student engagement and
Professional Development	Year 1- $20,000; Year 2- $25,000	Year 1- 2017/18 school year In-depth training on student engagement and cooperative structures for primary teachers; Year 2-2017/18 school year- In-depth campus-training on increased student
Supplies and Materials	Year 1 and 2 combined- $5,000	Student engagement and cooperative structure supplies ($2500 each year)
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>	☐ 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.*

<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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<Enter Text>

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