

# Campus Turnaround Plan

<b>District Name:</b>	Ector County ISD	<b>County-District Number (CDN):</b>	68901
<b>Campus Name:</b>	Goliad Elementary School	<b>Campus Number:</b>	68901110
<b>Grades Served:</b>	K-5	<b>Date of Board</b>	28-Mar-17
<b>Consecutive School Years Rated Academically Unacceptable/Improvement Required:</b>			2nd Year IR

## Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Lauren Tavarez	Principal
Gisela Davila	Assistant Principal
Lisa Wills	DCSI
Nancy Roll	PSP
Elizabeth Cano	Campus Curriculum Facilitator

## 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)
Lauren Tavarez	Principal	2	Assistant Principal,	Communication, data disaggregation, data
Gisela Davila	Assistant Principal	2	6th grade bilingual, 3rd	Communication, organization, creation and
Elizabeth Cano	Campus Curriculum	3	CCF, 5th Grade Reading	Reading instructional strategies, data
Wendy Hines	Assistant Superintendent of	13	Principal, Asst. Principal,	Leadership supervision, state

## 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). <b>The comments must be submitted in the ISAM portal.</b>
<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.

One of the challenges the campus faces is the turnover of staff. New staff and especially teachers new to teaching are missing key strategies and pedagogy previously provided through PD to other staff.

### Needs Summary and Turnaround Plan

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

The absence of an articulated and consistent system for monitoring and feedback has weakened the implementation of best practices and negatively impacted the potential for teacher growth. The turnaround process revealed that professional development for best practices has been provided to teachers. Implementation was expected, but absent of monitoring and feedback, implementation did not occur to the level that would positively impact student achievement.

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

"Effective operation of all school functions is the core responsibility of the principal, but it often gets lost in the mass of daily commitments and obligations. Institution, periodic monitoring of systems, and end-of-the-year evaluation of systems are causal factors in reaching goals for school improvement." - Effective Traits For Successful Principals, School Improvement Resource Center. A clearly defined and communicated system of campus level expectations for curriculum and instruction, combined with a plan for monitoring and feedback will ensure the system is operating

**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

as intended. Monitoring will determine the level and extent of implementation and feedback will provide teachers with a process for improving implementation.

CSF 7 - Teacher Quality

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

Monitoring will include observations, artifacts, walk-throughs, and student outcome. With a clear plan for curriculum and instruction articulated for the entire campus, identified "look fors" for each expectation, and a monitoring schedule, the instructional leaders will know the extent and quality of the implementation of the curriculum and instruction program. Teachers who have evidenced difficulty with implementation process or quality will be identified in a timely manner and receive the necessary supports to improve.

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

The CIT will begin with identifying the curricular and instructional must do's for the campus. Next the team will determine which indicators will verify proficiently functional systems in the curricular and instruction components (guided reading, writing workshop, Kagan, for example) and observable behaviors and/or data capable of measuring the performance of the system, rather than depending on perception or end of year data. The team will determine which systems are working and which need immediate change. A process/system for clearly communicating expectations and supports to teachers will be developed to share with all staff. The team will design monitoring checklists and a schedule. Time will be scheduled for feedback and a system for following up on feedback will be developed. Monitoring responsibilities will be distributed; staff and parents will be invited into the process and will be encouraged to offer solutions for improvement.

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

The vision for developing and implementing a system for monitoring and feedback will begin during spring PLCs. The leadership team will provide teams with information about plan development and seek input into the process and the products. Information gathered in PLCs will be shared collectively in an end of year faculty meeting. Following the development of the plan, campus leaders will utilize an inservice day to fully explain the monitoring and feedback plan as well as the components of the campus curriculum and instruction expectations that will be monitored. Faculty meetings will be utilized to share data and feedback on progress toward the campus goals. PLCs will be utilized to collect feedback and to provide feedback on progress toward specific grade level/content goals.

**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?

Development of a system for monitoring and feedback will eliminate the current barriers which are: vague communication, lack of expectations, absence of systems, lack of organization, and sufficient time. During the summer, the improvement team will develop the monitoring system which will include clear expectations and formative feedback processes. Clear expectations and systems for feedback will empower teachers to improve because they will understand and see the expected behaviors and therefore likely to reach determined levels of implementation. Organizing for implementation of the monitoring system will include systems for monitoring that will include setting aside time for data collection and review. Data collection will include observations, artifact examinations, and student assessment data.

**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.)*

Current staff and resources are sufficient for implementation of a monitoring and feedback system. Leadership training in data analysis and formative feedback skills will strengthen the quality of the information gathered from monitoring and the quality of feedback provided to teachers.

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

Category	Amount	Description
Payroll		
Professional Development	10,000	Leadership development training (principal, AP, CCF and other instructional leaders) to include data analysis, formative feedback to improve instruction, leadership skills for administrators, CCF and
Supplies and Materials		
Other Operating Cost		
Capital Outlay		

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<Enter Text>

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<Enter Text>

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<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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Payroll		
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Other Operating Cost		
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