

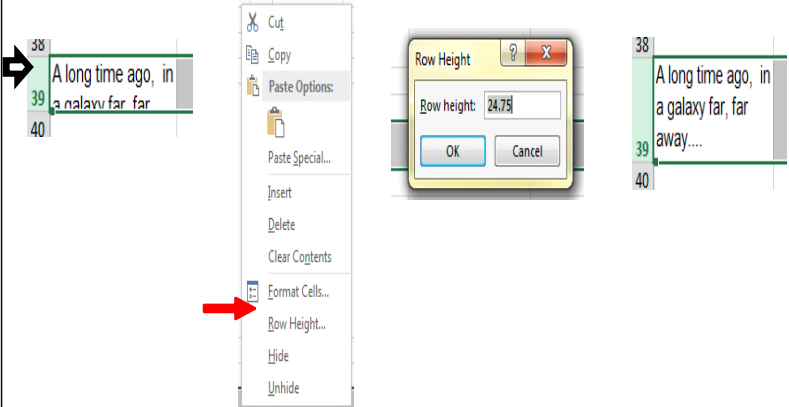


# 2015-2016 Campus Turnaround Plan

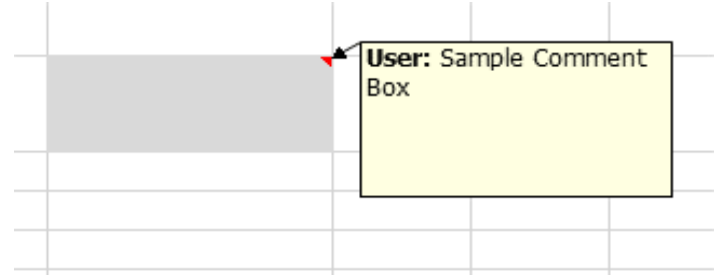
## Turnaround Plan Instructions

Feature/Tip	Explanation	Screenshot
<p><b>Zoom Level Bar</b></p>	<p>The Zoom Level Bar can be used in place of the zoom level drop down menu in newer versions of excel and is found at the bottom right of an excel workbook.</p> <p>You can change the zoom by dragging the arrow left or right OR clicking the + or - buttons to increase/decrease the zoom level by 10% with each click.</p> <p><b>Tabs within this workbook work optimally when the zoom level is set to 90%.</b> If you find that the alignment of the checkboxes is skewed, check your zoom level.</p>	
<p><b>Check Box Selection</b></p>	<p>Check boxes have been added to the workbook to allow you to select more than one answer. Place a check in the box next to all answers that apply.</p>	
<p><b>Expanding Rows and/or Columns</b></p>	<p>If you cannot see all of the information you have entered into a cell, you may adjust the height of the cell to fit your text.</p> <ol style="list-style-type: none"> <li>1) Highlight the row by placing your cursor on the row number</li> <li>2) Right click and select 'Row Height' from the menu</li> <li>3) Increase the number in the 'Row Height' pop-up window</li> <li>4) Click OK</li> </ol>	

### Viewing Help Boxes

Throughout this document, there are cells with that contain information and guidance you may need to help answer questions. These cells have been marked red triangle in the upper right corner of the cell.

To view the help information for a particular cell, hover your mouse over the cell and the text will appear.



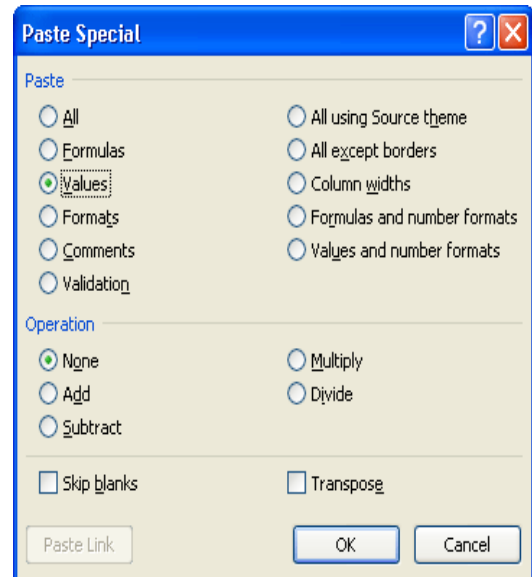
### Using the Copy/Paste feature within the Excel document

In order to use the Paste Special feature:

1. Copy the text as normal.
2. Right click on the destination cell.
3. Choose Paste Special.
4. Select from the menu either Values or Text. Click OK when finished.

If while attempting to paste, a message appears indicating that the data being pasted is not the correct size and shape, please do the following:

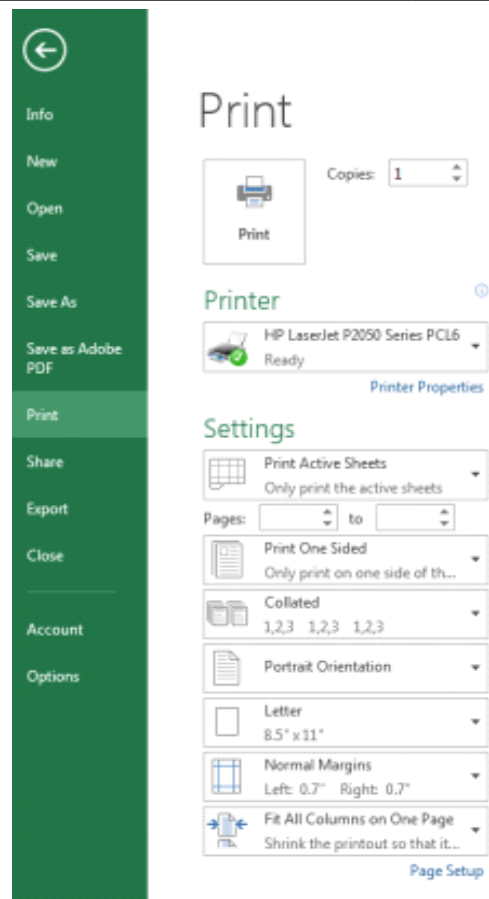
1. Copy the text as normal.
2. Click on the destination cell.
3. Right click in the formula bar at the top of the page. Then select the Paste icon.
4. Press the Enter button on the keyboard.



## Printing the Turnaround Plan

The Turnaround Plan is already formatted for printing; however, as data is entered into the document it may be necessary to edit the print settings to have the document print correctly.

Print settings can be edited on the print preview screen. At this point users may edit page margins, paper size and scaling options. By selecting "Fit all columns on one page" the user can direct Excel to automatically scale the document to one page wide.



# Campus Turnaround Plan

<b>District Name:</b>	Ector County ISD	<b>County-District Number (CDN):</b>	68901
<b>Campus Name:</b>	Blanton Elementary	<b>Campus Number:</b>	125
<b>Grades Served:</b>	PK-5th	<b>Date of Board Approval:</b>	6-Jun-16
<b>Consecutive School Years Rated Academically Unacceptable/Improvement Required:</b>			2nd Year IR

## Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Wendy Hines; Karen Case;	DCSI; PSP
Stacey Molyneaux; Erin Reddell; Jenna Youell	Principal; Assistant Principal; Counselor
Mandy Hinojos, Jessalynne Denison; Ashley Rojo	CCF, Media Specialist, Kinder Teacher
Griffin Coody; Shannon Blau; Lorena Flores	1st grade teacher; 2nd grade teacher, 3rd grade teacher
Christy Brown; Debbie Wood	4th grade teacher, 5th grade teacher

## 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 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 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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<b>Campus Name:</b>	Blanton Elementary	<b>Campus Number:</b>	125

## 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.

## Needs Summary and Turnaround Plan

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

Our campus is in need of presenting the curriculum consistently and at the appropriate level of rigor. All grade levels at our campus need to ensure all students receive the same education at the appropriate level in ELAR, math, science and social studies. Our campus needs to monitor three student groups within our student population to ensure instruction targets success for all students: economically disadvantaged students, hispanic students and special education students.

# Campus Turnaround Plan

<b>District Name:</b>	Ector County ISD	<b>County-District Number (CDN):</b>	68901
<b>Campus Name:</b>	Blanton Elementary	<b>Campus Number:</b>	125
<b>Turnaround Initiative:</b> <i>Describe your systemic approach for turning around the campus.</i>		<b>Impacted Critical Success Factors (CSFs):</b>	
Lesson design and delivery at the appropriate level of rigor will be consistent from grade level to grade level. Professional development will focus on rigorous lesson planning, delivery of the lesson, student engagement and data driven decision making.		<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 checked="" type="checkbox"/> CSF 4 - Increased Learning Time	
		<input checked="" type="checkbox"/> CSF 5 - Family/Community Engagement	
		<input checked="" type="checkbox"/> CSF 6 - School Climate	
		<input checked="" type="checkbox"/> CSF 7 - Teacher Quality	
<b>Outcome:</b> <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
Through consistent rigorous lesson design and delivery, each student will be provided the opportunity to access and acquire the appropriate knowledge and skills to be successful in the current grade and also sufficiently prepared for the next grade level coursework . Data will be used to gauge teacher practice and student success and provide students opportunities for reteach.			
<b>Processes/Procedures:</b> <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			
A necessary procedure to ensure the curriculum is presented consistently and at the appropriate level of rigor is to train teachers in lesson design and delivery at the appropriate level of rigor and engagement. A second necessary procedure is to have leadership consistently monitor lesson plans and delivery of lessons. A third necessary procedure is to provide the infrastructure and expectation for data driven instruction, including consistent data processing and reporting expectations such as data talks, grade level data meetings and involvement of students in maintaining their own data. Teachers will be required to track student data and plan for reteach based on individual students' needs as assessments are given, data talks will be held at least every nine weeks, and teachers attend 85% or more of PLC meetings and if absent for PLC then teachers will send data to be discussed as a grade level to an administrator.			

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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?*

Communicating the shared vision of consistency that lesson design and delivery of lessons at rigorous levels is the expectation and responsibility of all staff members. Our campus will meet the standards set by the state to be at least academically acceptable. The campus will have vertical alignment based on the TEKS ensuring students are sufficiently prepared for each subsequent grade level through lesson design and delivery. This will be communicated with staff through the CIT and PLCs and all communications. Teachers will continue to meet with parents and discuss progress and next steps. Our campus will continue to have family nights at least one per semester that will be designed to address student expectations that are below 50% and need extra support.

**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?*

Building staff capacity in lesson design and delivery will eliminate barriers to improvement because teachers will have the necessary skills and content knowledge to develop, implement, and align learning objectives that are clear and measurable and are aligned to the TEKS. The principal and assistant principal will monitor lesson plans on a weekly basis. Classroom observations will be frequent enough to measure if lessons are implemented and learning objectives are at the appropriate level of rigor. Formative assessments set by our campus will also be used to measure student success. The administrators, CCF and reading specialist will coach and model when teachers need assistance in the areas listed. The district will provide professional development through training using professional development providers. Administrative roles are being fine-tuned to be viewed as coaches rather than managers or bosses.

**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.)*

Principal; Assistant Principal; Curriculum Facilitator; Reading Specialist; Instructional Staff; Testing & School Improvement Personnel; part-time tutors.

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

Category	Amount	Description
Payroll	\$120,000	CCF and reading specialist will provide training and modeling of lesson design and delivery. Professional development providers and a curriculum management system will be utilized for
Professional Development	\$2,200	A book study on rigor will be done in PLC's during the first semester. After completion of the book study, a clear definition of "rigor" will be established. Our definition will help guide us in
Supplies and Materials		
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.*

<Enter Text>

**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



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

**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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**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?*

<Enter Text>

**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.)*

<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		