
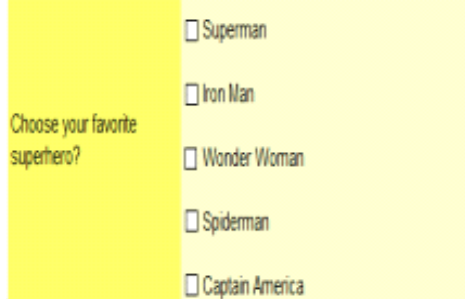
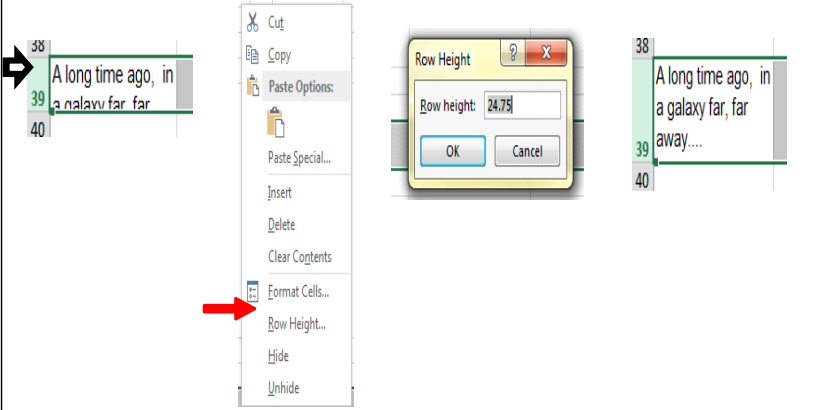


2015-2016 Campus Turnaround Plan

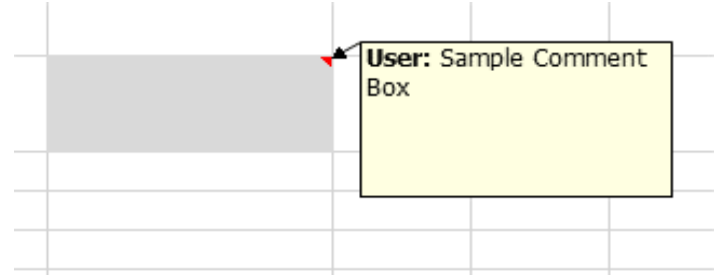
Turnaround Plan Instructions

Feature/Tip	Explanation	Screenshot
<p>Zoom Level Bar</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>Tabs within this workbook work optimally when the zoom level is set to 90%. If you find that the alignment of the checkboxes is skewed, check your zoom level.</p>	
<p>Check Box Selection</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>Expanding Rows and/or Columns</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"> 1) Highlight the row by placing your cursor on the row number 2) Right click and select 'Row Height' from the menu 3) Increase the number in the 'Row Height' pop-up window 4) Click OK 	

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.



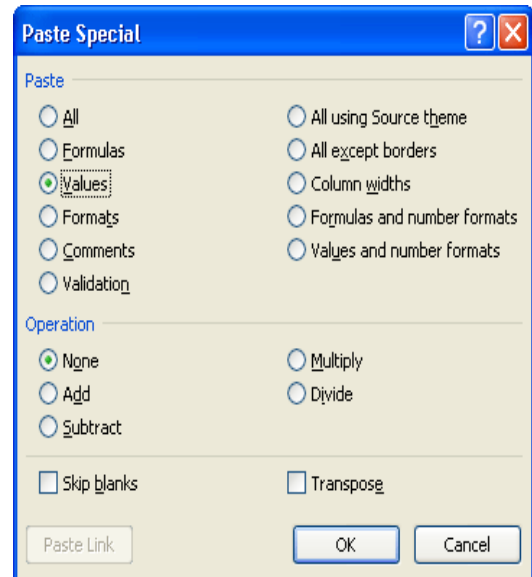
Using the Copy/Paste feature within the Excel document

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:

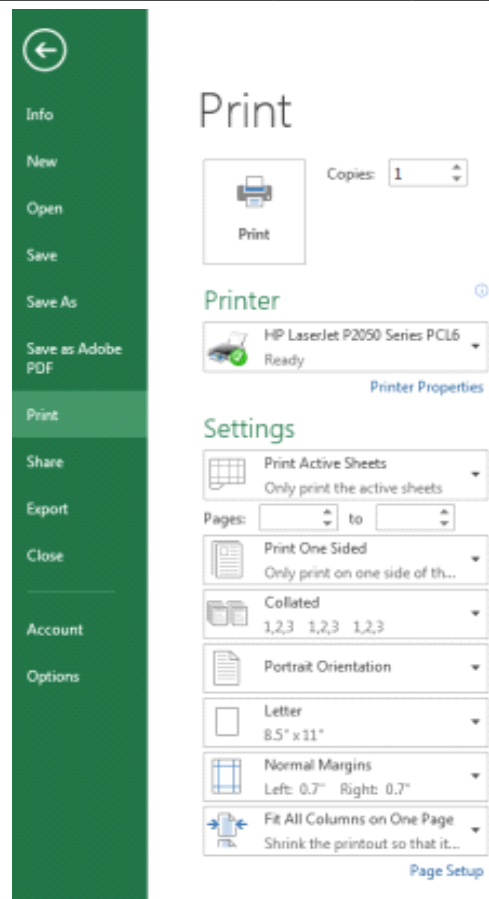
1. Copy the text as normal.
2. Click on the destination cell.
3. Right click in the formula bar at the top of the page. Then select the Paste icon.
4. Press the Enter button on the keyboard.



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

District Name:	ECTOR COUNTY ISD	County-District Number (CDN):	068-901
Campus Name:	ROSS ELEMENTARY	Campus Number:	119
Grades Served:	K-5	Date of Board Approval:	6-Jun-16
Consecutive School Years Rated Academically Unacceptable/Improvement Required:			3rd Year IR

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Wendy Hines; Joe Kopec	DCSI; PSP
Rebecca Phillips, Amye Cotton, Susan Garcia	Principal; Asstitant Principal; Counselor
Towana Bell; Carla Stringer	CCF; Reading Specialist
Irma Steen; Gabriel Mendez	Special Education Inclusion Teacher; 5th Grade Science Teacher
Lacee Perry; Deborah Grissom	1st Grade Teacher; 2nd Grade Teacher
Jill Ramos; Kristen Thomas, Sandralee Hunnicutt	3rd Grade Teacher; 4th Grade Teacher, Kinder 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). 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.

Historically Ross has been a high performing campus. Two years ago, the make-up of the school changed in that the principal left, the student body changed and different teachers came to Ross. Last year, the school got off to a slow start. Teachers were not hired in a timely fashion and many long term substitute teachers filled the voids. Teachers were unprepared for the task at hand. The principal and assistant principal were first year administrators and were late summer hires. The principal was not from the area. Since the school was IR, reconstitution was necessary. Additionally, the district was moving to the middle school concept so transition was held in the fall for teachers that wanted to move to the middle school. New students came to Ross almost daily. Due to overcrowding at some schools, Ross students came from throughout the district. A new principal was brought in two weeks before spring break during the transfer period when teachers can request to transfer to a new school. Many of the experienced teachers felt uncertain about the future of Ross. The teachers, administration and students did not feel like a part of the school. There was the possibility that the school might be closed due to the neighborhood enrollment. New lines were to be drawn for school attendance for the 2015-16 school year. About six weeks until the end of school the interim principal was named as the principal for the remainder of the year and the school year to follow.

Needs Summary and Turnaround Plan

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

Ross Elementary has failed to be an acceptable campus with TEA due to scores that are below state expectations. A viable curriculum has been in place but the instruction piece is lacking causing students to be unsuccessful academically. Many teachers are long term substitutes. Some certified teachers either were ineffective or left the district at mid-term. Teachers lacked the knowledge to successfully implement district and campus initiatives. Teachers also lacked the ability to promote student centered and engaging instruction with high rigor. At times, the data was not used effectively to target instruction.

Campus Turnaround Plan

District Name:	ECTOR COUNTY ISD	County-District Number (CDN):	068-901
Campus Name:	ROSS ELEMENTARY	Campus Number:	119
Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>		Impacted Critical Success Factors (CSFs):	
<p>Through adjustments in the master schedule, job embedded, timely professional development will be held weekly during the first semester for all classroom teachers to ensure tools for implementing programs that will benefit academic success. Our specialty staff, including the CCF and reading specialist, will model or team teach with classroom teachers to ensure the lesson plan cycle is followed and will assist in creating rigorous, engaging lessons. Weekly PLCs will enable grade level teachers to study, analyze, and utilize data to drive lesson planning and instruction. We are seeking a professional training with our staff that focuses on student engagement, collaboration, and differentiation. Teambuilding was introduced as a district initiative this year with teachers and</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 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>High level learning and academic progress will be the focus at Ross Elementary for all students and staff. There will be a shared responsibility and accountability of goals. Beginning with the 2016-17 school year, all teachers and administrators at Ross will be highly qualified. Most teachers will have at least 10 years-experience. All reading teachers will be trained and experienced in guided reading. All math teachers will be trained and experienced in guided math. All teachers will use the district scope and sequence, student engagement activities, STAAR resources, a school wide reading program, math and reading monthly assessments to check for understanding, and a student data analysis system. Teachers will have weekly data PLCs. Teachers will use data to effectively drive instruction and lesson planning. Communication will go between teachers and home seamlessly and routinely. Teachers will become leaders in their classrooms and in the school.</p>			
Processes/Procedures: <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			
<p>Teaching staff will require five days of training in student engagement activities. We are requesting three days in the summer with time to plan and implement student engagement activities. The last two days of training will be during staff development/records day in September. We will also utilize Teach Like a Pirate by Dave Burgess for a book study throughout the school year. Teachers will use teambuilding/student engagement activities with their students. Teaching staff will participate in job embedded staff development weekly for the first semester. Job embedded staff development will focus on increasing the rigor in class, higher level questioning and strategies to engage student thinking and problem solving. We will also focus PD on using assessment data to drive lesson planning, instruction and re-teaching. PD will also include teacher mentoring, coaching, teacher peer observation, and learning walks. During PLCs teachers will collaborate with leadership to gather and analyze student assessment data to evaluate academic progress. Data will also be analyzed to provide alignment with lesson planning and rigor of instruction.</p>			

Campus Turnaround Plan

District Name:	ECTOR COUNTY ISD	County-District Number (CDN):	068-901
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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?*

Administrators will provide teachers with weekly walk-throughs, learning walks, written professional development expectations for implementation, and debriefing teachers to check for understanding. Bi-weekly leadership team meetings will be held. Monthly calendars will be sent home with students. The Ross webpage will be up to date and informative. Weekly Parent Link calls will be made to communicate with Ross families. Teacher PD will be job embedded by emerging from the contribution to their every day classroom practice, and by teachers' perceiving it as part of their daily work. This will promote professional and community respect. In two years, Ross Elementary will be a vibrant learning community.

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?*

School leaders and faculty embrace the concept that the school's purpose is high-level learning for all students. This will involve open houses to meet teachers and get acquainted with school staff and families. We will also host a family orientation to discuss the success initiative to move Ross forward. Teachers that have not been effective or have been long term substitutes will be replaced with highly qualified, experienced teachers. If HQ teachers cannot be found, substitute teachers with college degrees and classroom experience will be hired. Ross will implement the guaranteed curriculum for every unit, clarify the essential learning for every student, agree to guidelines for pacing, and develop and commonly administer formative assessments for monitoring student academic progress created by the curriculum and instruction department of ECISD. We will utilize the various directors in the curriculum and instruction department to move the learning forward. Our writing teacher will consult with the Director of Literacy and the coordinator of ELA. Our science teacher will continue to utilize the services of the science coordinator and will be a resource for our school in science. The math coordinator will be a resource with guiding math for all math teachers. Our CCF and reading specialist

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 resources will include: the principal, assistant principal, CCF, reading specialist, media specialist, and teachers on the leadership team. New highly qualified teachers will be hired to replace long term substitutes and ineffective teachers. Resources will also include classroom teachers that will be efficiently trained and thoroughly prepared in techniques that include student engagement, collaboration, and differentiation. We will need district funds to support the training of our teachers and the learning that will take place with our students. We will require additional materials that will supplement the basic curriculum in ECISD.

Campus Turnaround Plan

District Name:	ECTOR COUNTY ISD	County-District Number (CDN):	068-901
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How will you allocate campus and district funds for this initiative?

Category	Amount	Description
Payroll		
Professional Development	\$918.00	Opporutunity for teachers to learn students engagment activities, collobration and differentiation
Supplies and Materials	\$6,000	monthly math and reading computer based assessment and re-teaching program
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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District Name:	ECTOR COUNTY ISD	County-District Number (CDN):	068-901
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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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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		