

Campus Turnaround Plan

District Name:	Ector County Independent School District	County-District Number (CDN):	068-901
Campus Name:	Zavala Engineering Magnet Elementary	Campus Number:	123
Grades Served:	K-5	Date of Board Approval:	6/6/2016
Consecutive School Years Rated Academically Unacceptable/Improvement Required:			3rd Year IR

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Amanda Warber /Amanda Duncan	Principal/ Assistant Principal
Amanda Peterson/ Catherine Christesson/Janie Granath	Kinder/ First/ Second
Stacy Booe/Chere Tone/ Juan Fuentes	Third/Fourth /Fifth
Brenda Ruiz/ Lizette Rey	Special Education/Bilingual Representative
Kamille Garcia/ Maria Rincon	Counselor/Engineer Teacher
Angie Gonzalez/Elizabeth Samora	Childcare Center /Dyslexia Teacher
Dr. Karen Case/Betsabe Salcido	PSP/DCSI

Turnaround Plan Attestation Statements

☒ Check Box 13

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.

☒ Check Box 14

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.**

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<input checked="" type="checkbox"/> Check Box 15	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.

Needs Summary and Turnaround Plan

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

Our campus does not ensure that lesson objectives are vertically or horizontally aligned to the state curriculum standards and assessments. The campus administrators do not verify content knowledge through regular formal and informal observations. Our faculty is randomly engaged in practices that promote professional growth due to lack of teacher confidence and content knowledge.

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Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>		Impacted Critical Success Factors (CSFs):	
<p>The district curriculum that includes a scope and sequence will be utilized to plan daily lessons that are aligned to the state standards. The campus CCF, Reading specialist, and district curriculum coordinators for ELAR and Math will help provide assistance in developing lesson plans. PLCs will be utilized for teachers to practice sample lesson delivery so that necessary adjustments can be made prior to implementation. All teachers will implement the sample lessons that include all of the necessary components. Campus administrators will conduct 2 weekly walkthroughs that focus on identified academic skills and rigor in ELAR and math to verify content knowledge.</p>		<input checked="" type="checkbox"/> Check Box 17 CSF 1 - Academic Performance (Curriculum & Instruction)	
		<input checked="" type="checkbox"/> Check Box 16 CSF 2 - Quality Data to Drive Instruction	
		<input type="checkbox"/> Check Box 19 CSF 3 - Leadership Effectiveness	
		<input type="checkbox"/> Check Box 20 CSF 4 - Increased Learning Time	
		<input type="checkbox"/> Check Box 21 CSF 5 - Family/Community Engagement	
		<input type="checkbox"/> Check Box 22 CSF 6 - School Climate	
		<input checked="" type="checkbox"/> Check Box 23 CSF 7 - Teacher Quality	
Outcome: <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
<p>During PLCs teachers will practice sample lesson delivery so that necessary adjustments can be made prior to implementation. All teachers will implement the sample lessons that include all of the necessary components. Campus administrators will meet with teachers every 3 weeks to discuss progress in lesson delivery and implementation of the curriculum utilizing multiple sources of data.</p>			
Processes/Procedures: <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			

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Model lessons from already developed lesson plans that incorporate all necessary material and continue to use/expand strategies and activities to strengthen and enhance student engagement to maximize time on task and target district initiatives. Identify consistent lesson plan delivery model to format sample lessons for all teachers. On-line professional development program will also be incorporated for planning. The opportunity for teacher engagement and consistent feedback will be provided throughout the turnaround process.

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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?*

The leadership team will review the turnaround initiatives, processes and procedures to determine the level of implementation and discuss progress towards meeting the initiative on a quarterly basis. The team will in turn present information to parents, staff, and students. The campus will have developed more teacher capacity in delivering and implementing an aligned and rigorous curriculum. Teachers will have the opportunity to modify lessons to incorporate current practice and research. Campus administrators will implement flipped PLC meetings to develop lessons and analyze curriculum, provide feedback through walkthroughs and learning walks. Meet biweekly with lead teachers to ensure information and data is consistently communicated with all faculty members. The parent survey revealed parents want more examples and instructions on how to help students with their work, especially explanation in math. Monthly parent workshops will be structured to bring parents into the classroom, so skills can be modeled to parents.

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?*

Team led meetings with expert teachers, quarterly vertical alignment team meetings for each content area to empower grade level representatives to make the necessary instructional adjustments to fill students' academic and behavior gaps. Teachers will have the opportunity to work with others that have the same years of experience to enhance their practice in a safe risk free environment. All teachers with less than 3 years' experience will conduct a survey to identify areas of need in terms of professional growth. Staff led demonstrations for modeled lessons and training for utilizing and locating material. Sample lesson plans will stored on the campus T-drive (server) by readiness standards for first semester and supporting standard in second semester. Develop structure for new teachers to receive orientation and weekly support. Learning walks lead by team leader to identify specific instructional target. Campus administrators will meet with teachers every 3 weeks to discuss progress in lesson delivery and implementation of the curriculum utilizing multiple sources of 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.)*

Amanda Warber Principal, Assistant Principal, Diane Harlan Curriculum Facilitator, Dora Alvarado Reading Specialist, Instructional Staff, and Annette Macias Director of Accountability and School Improvement. The district will provide the opportunity for the subject areas coordinators to assist in the development of lessons for ELAR and Math K-5. Funding for day part-time tutors will be needed.

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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		

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

Our campus is not utilizing multiple forms of data, which are presented in user friendly formats, in a timely matter, to drive all decisions for improving students’ achievement. For example, some teachers do not know how to retrieve or interpret data, identify low SE’s, use student accommodations, align data usage K-5, and incorporate standards based instruction. Teachers need to demonstrate necessary skills to use multiple measures of data including the use of diagnostic, formative, interim, and summative data to differentiate instruction to improve student achievement. Historical data will be the starting data point.

Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>	Impacted Critical Success Factors (CSFs):
A specific schedule and process for the analysis of ongoing formative assessment data tied to the aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	<input type="checkbox"/> Check Box 33 CSF 1 - Academic Performance (Curriculum & Instruction)
	<input checked="" type="checkbox"/> Check Box 32 CSF 2 - Quality Data to Drive Instruction

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		<input type="checkbox"/> Check Box 34 CSF 3 - Leadership Effectiveness	
		<input type="checkbox"/> Check Box 35 CSF 4 - Increased Learning Time	
		<input type="checkbox"/> Check Box 36 CSF 5 - Family/Community Engagement	
		<input type="checkbox"/> Check Box 37 CSF 6 - School Climate	
		<input type="checkbox"/> Check Box 38 CSF 7 - Teacher Quality	

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

As a result of the analysis of multiple sources of data, targeted intervention by individual student needs will be implemented; instructional decisions including student groupings, differentiation, and first teach lessons will be developed utilizing observations, interim, and formative assessment data.

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

Weekly leader walk-throughs and learning walks are scheduled and adhered to, strategically targeting teachers with particular development needs while supporting all teachers. Teachers have scheduled time and a systematic process for analyzing formative assessment data. Campus administrators will meet with teachers every 3 weeks to discuss progress in lesson delivery and implementation of the curriculum utilizing multiple sources of data. Effective protocols such as data talks and PLCs guide the use of user-friendly data in reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring on the implementation of the School Improvement Plan. Teachers have on-demand access to and are using data that are clear and easy to analyze collaboratively. Instructional strategies, student groupings and targeted interventions are informed by the data and positive results are linked to these interventions. The use of data management systems is institutionalized across the school, providing teachers and other leaders' instant access to a range of data and analyses to information decision-making.

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

The leadership team will review the turnaround initiatives, processes and procedures to determine the level of implementation and discuss progress towards meeting the initiative on a quarterly basis. The team will in turn present information to parents, staff, and students. The campus will have developed more teacher capacity in delivering and implementing an aligned and rigorous curriculum. Teachers will have the opportunity to modify lessons to incorporate current practice and research. Campus administrators will implement flipped PLC meetings to develop lessons and analyze curriculum, provide feedback through walkthroughs and learning walks. Meet biweekly with lead teachers to ensure information and data is consistently communicated with all faculty members. The parent survey revealed parents want more examples and instructions on how to help students with their work, especially explanation in math. Monthly parent workshops will be structured to bring parents into the classroom, so skills can be modeled to parents. Data will be presented to parents, so they are able to see the connection to our workstations, intervention activities, and classroom instruction.

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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.)*

Amanda Warber, Principal, Assistant Principal, Diane Harlan Curriculum Facilitator, Dora Alvarado Reading Specialist, Instructional Staff, Annette Macias, Director of Accountability and School Improvement, and district representatives to assist in any new data management.

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

Category	Amount	Description
Payroll	68,000	A part time tutor, for each grade level, will work with students that are in TIER 3. Data will be used to track student progress and regroup according to student academic need.
Professional Development	0	
Supplies and Materials	0	
Other Operating Cost	0	

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Capital Outlay	0		