

Campus Turnaround Plan

District Name:	Marshall ISD	County-District Number (CDN):	102902
Campus Name:	G W Carver/Price T. Young Elementary	Campus Number:	101/116
Grades Served:	K-4th/K-5th	Date of Board Approval:	

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

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Nakeisha Adams Pegues	Principal
LaTaushia Rosborough	Assistant Principal
Kristi Ford	Interventionist
Jacqueline Harman	Interventionist
Kim Peel	Counselor
Trista Carter/Heather Reagan	2nd Grade Teacher/Co-Teach Teacher
Erica Mills/Sandra Anderson	3rd Grade Teacher/Co-Teach Teacher

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)

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). The comments must be submitted in the ISAM portal.
<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.

G.W. Carver averages about 235 students each year, and is in Year 2 of Improvement Required. 90% of the students are African American and the mobility rate ranges from 21%-25%. In 2015, the campus met standards in Index 2 (Student Progress). In 2016, the campus did not meet standards in any of the four indexes. For the 2015-2016 school year, the campus experienced significant changes, including a new principal, change from a full-time assistant principal to a half-time assistant principal, a new curriculum, and a new district initiative of implementing Balanced Literacy. In addition, the campus replaced five (5) teachers during the year which effected 1st-4th grades. By the end of the 2015-2016 school year, 9 out of 15 (60%) of the classroom teachers were not part of the staff from the previous year. Progress Monitoring with Star Renaissance software showed student growth in math at one year's growth, while reading is consistently at a yearly growth of 6 months. The use of this data did not accurately gauge students' readiness for STAAR. Currently, Tier 2 students are being served by classroom teachers during a dedicated 30-minute intervention time and Tier 3 students are being served by the Interventionist using the Leveled Literacy (LLI) program. Replacement of the teacher has allowed for this year to be the 1st year Tier 3 interventions have been done with fidelity. The district initiative of Balanced Literacy was not supported with on-going trainings for new existing teachers and newly hired teachers. Thus, the initiative was not fully implemented with fidelity. For 2016, STAAR Math showed a slight increase

Needs Summary and Turnaround Plan

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

Teachers lack knowledge of the appropriate grade-level standards, and have not consistently provided instruction utilizing well-developed, engaging lessons and an effective lesson cycle that moves from introduction to mastery.

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

The Instructional Accountability Systems Model (Alignment, Collaboration, and Reflective Practice Model), will be implemented campus wide to support the development of lessons that are aligned to the grade-level standards, and offer practice in the full lesson cycle.

Impacted Critical Success Factors (CSFs):

- | | |
|-------------------------------------|---|
| <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 type="checkbox"/> | CSF 4 - Increased Learning Time |
| <input type="checkbox"/> | CSF 5 - Family/Community Engagement |
| <input type="checkbox"/> | CSF 6 - School Climate |

**CSF 7 - Teacher Quality**

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

Use of the Instructional Accountability Systems Model will ensure that teachers are supported in the development of standards-based, SE- aligned lessons; and that instruction is consistently delivered at the appropriate level. As a result, administrators will ensure that all students will have access to high-quality instruction that lead to mastery.

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

Reflective Practice Model - Implemented every 6 weeks to increase teacher reflection on alignment and to determine if instruction is at the level and rigor of the TEKS for each grade level. Teachers will use the data from RPMs to set goals and plan lessons. PLCs - Conducted weekly to deconstruct TEKS, to share best practices, monitor common instructional strategies and to model teaching strategies. Data PLCs -Conducted monthly to review data, discuss how the data will guide re-teach and spiral activities, small-group in class instruction, pull out interventions, and teacher and student goals. District level Common Assessments are given every six weeks to monitor effectiveness of teaching and utilize data to drive instruction. On-going TEKS Resource support and professional development aligned with grade level content. Individual teacher support will be given by instructional coaches housed on campus. On-going leadership team meetings to ensure clear communication between principal, assistant principals, instructional coaches, counselor, and interventionists. Teachers submit weekly lesson plans. Monitoring of implementation of aligned lessons will be monitored by administrative walkthroughs.

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

Mail a letter to teachers and parents before the school year begins that clearly states the turnaround initiative. Implement campus in service days to discuss before the first day of school, and include on all mailings and out-going documents. Use the Turnaround Initiative and staff to create campus goals and a shared vision. Share the implementation process, teacher expectations, and necessary routines in place to carry out the plan. Monthly newsletter between home and school (in parent's native language) highlighting curriculum tips, student expectations and celebrations, and school initiatives. Parent meetings will be held to provide parents an overview of the curriculum in a scenario such as "semester at a glance." Share campus data and progress utilizing Turnaround plan update template during monthly principals' meeting.

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?*

(1) Grade level PLCs conducted weekly. (2) PLCs, RPM walks, Data Digs, and common assessments will be calendared. (3) Random lesson plan checks to ensure lessons are aligned to the TEKS and pacing is consistent with the district common assessments. (4) Provide teachers with targeted support based on common assessment data. (5) Administrative walkthroughs to monitor alignment and student engagement. (6) Utilize T-TESS to assist teachers in growth. (7) Monthly leadership team meetings to solidify open communication. (8) District level common assessments provided every 6 weeks.

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.)*

(1) Two full-time instructional coaches. (2) PD on best practices and effective instructional strategies. (3) PD utilizing the features of TEKS Resource System. (4) Instructional coach supplies: material for PD, materials to create student engagement resources, and printing costs.

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

Category	Amount	Description
Payroll	\$200,000.00	Two instructional coaches (\$50,000 x 2) x 2 years = \$200,000
Professional Development	\$15,000	On-going teacher and administrator professional development and travel.
Supplies and Materials	\$15,000	Instructional/PD supplies for teachers and instructional coaches, software assessment creator for campus-based assessments, instructional software for student use, and TEKS Resource System resources.
Other Operating Cost		
Capital Outlay		

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

Teachers do not effectively engage students or build positive relationships with students from diverse backgrounds; including African American students. They do not differentiate instruction to the degree required to reach many students with disabilities. Expectations are diminished for these groups of students.

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

Implementation of the Co-Teach method between our Special Education teachers and the General Education teachers.

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

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

Use of the Co-Teach Model will ensure that lower performing students are being taught using all regulated accommodations and modifications allowed. All students will be served in the classroom setting, thus allowing instruction time to not be interrupted. Teachers will be allowed to collaborate and create best practice, differentiated lessons that implement diverse learning style activities.

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

PLCs - Special Education teachers and general education teachers will be required to participate in the weekly PLCs to deconstruct TEKS, to share best practices, monitor common instructional strategies and to model teaching strategies. Data PLCs -Conducted monthly to review data, discuss how the data will guide re-teach and spiral activities, small-group in class instruction, and teacher and student goals. Neighborhood walks/visits each six weeks by different grade level teams to help with diversity and positive relationship building to learn from community stakeholders things the students like in order to create lessons that engage and are diverse. District level Common Assessments are given every six weeks to all students to monitor effectiveness of teaching and utilize data to drive instruction. On-going Co-Teach support and professional development. Individual teacher support will be given by instructional coaches housed on campus and from the special education department. Monitoring of implementation of aligned lessons will be monitored by administrative walkthrough.

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

Mail a letter to teachers and parents before the school year begins that clearly states the turnaround initiative. Implement campus in service days to discuss before the first day of school. Include on all mailings and out-going documents. Use the Turnaround Initiative and staff to create campus goals and a shared vision. Share the implementation process, teacher expectations, and necessary routines in place to carry out the plan. Collaborate with the Elementary Special Education Coordinator every six weeks to discuss curriculum tips, student expectations and celebrations, and teacher goals. Neighborhood walks will be announced via letter and phone call. Neighborhood visits/parent meetings will be held in stakeholders' homes, so they feel safe and know we are here to help them help us make their student(s) successful.

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?*

(1) Grade level PLCs conducted weekly. (2) PLCs, RPM walks, Data Digs, and common assessments will be calendared. (3) Random lesson plan checks to ensure lessons are aligned to the TEKS and pacing is consistent with the district common assessments. (4) Provide teachers with targeted support based on common assessment data. (5) Administrative walkthroughs to monitor alignment and student engagement. (6) Neighborhood walk/visits will be calendared for the different grade level teachers. (7) Notification to parents/guardians will be made a week in advance of the upcoming visit. (8) Teachers will collaborate with team members to pick students who need a home visit (not just based on behavior, but on academic performance, confidence level, and social needs of the students).

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.)*

(1) Two full-time Co-Teach Teachers. (2) PD on Co-Teach Method. (3) PD on Diversity and Poverty. (4) Co-Teach supplies: material for PD, materials to create student engagement resources, and printing costs. (5) Funds to pay for Extended Day; for teachers to participate in home visits outside of their work day hours.

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

Category	Amount	Description
Payroll	\$2,400.00	Extended Day Pay for the Neighborhood walks/visits (\$25.00 x 2hrs) x (8 Teachers) x (6=each six weeks)
Professional Development	\$5,000.00	Co-Teach Training, Diversity Training, Teaching Students of Poverty Training, and food
Supplies and Materials	\$10,000.00	Instructional/PD supplies for teachers and co-teachers, printed materials for home visits.
Other Operating Cost		
Capital Outlay		