

Campus Turnaround Plan

District Name:	School Of Excellence in Education	County-District Campus Number (CDCN):	015-806-101
Campus Name:	Dr. Harmon Kelley W. Elementary	Grades Served:	Pre-K - 6th grade

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Cristen Martens	Principal
Lisa Presley	Instructional Coach
Sheilda Madkins	Superintendent/DCIS
Margaret Gorcyca	PSP
Destiny Carrero-Sherer	PTO President

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:
Sheilda Madkins	Superintendent/DCIS
Margaret Gorcyca	PSP
Cristen Martens	Principal
Lisa Presley	Instructional Coach
Shannon Tolliver	RTI Coordinator

Historical Narrative and Campus Vision

Include a historical narrative that succinctly describes the history of the campus that has led to under performance.

Use the problem statements identified during the systemic data analysis to frame the narrative. Do not exceed 3000 characters.

Since its inception, Kelley Elementary had a long history of meeting or exceeding standards. However, since losing its long time principal in 2015, the school has been struggling. Before the 2006-2007 school year, Kelley was a PK-6th grade campus. During the 2006-2007 school year, Kelley became a primary campus serving grades PK-3rd. Kelley remained a primary campus until Kelley reverted back to a PK-6th elementary campus during the 2016-2017 school year. For the first time, Kelley became an IR campus during the 2015-2016 while it still served grades PK- rd. Until that time, for 10 years, Kelley had been acceptable, recognized, exemplary, or had met standards.

The principal during the 15-16 school year was a second year principal. He had been the principal at Kelley the previous year. Although he had been successful his first year at Kelley and had good ideas and strategies to help the children, he was unable to successfully implement them to continue student growth, thus Kelley became an IR campus. During the 2016-2017 school year, Kelley reverted back to a PK - 6th grade elementary school, we had a first year principal who had all the necessary credentials, but did not have strong leadership skills and was unable to develop a relationship with her faculty and staff. As a result, Kelley fell into a second year IR status

At Kelley, 80% of students in grades Pre-K through 6th grade will master their grade level TEKS and be capable of applying and communicating knowledge and skills in their everyday lives, thus setting the foundation for future growth.

Needs Summary and Turnaround Plan

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

According to Kelley's campus team, the root causes that led to low student performance were: 1) Student Discipline; 2) High Teacher Turnover; and, 3) Lack of Support by Campus and District Administration. Student behavior was a problem as the discipline plan was not followed consistently by all teachers or the campus leader. Therefore, students disrupted the learning environment as well as the common areas. During the 16-17 school year, there was high teacher turn over. As a result, students did not receive good classroom instruction on a consistent basis. The use of long term substitutes did not fill the gaps caused by the disruption in instruction. The third cause, according to the campus team, was lack of support by campus leadership and the district. There was a breakdown in communication by the campus leader who struggled to lead the team. Without direction, focus, and an effective leader, or direction from the district; the campus team did not know who to follow.

Turnaround Strategy: *Describe your approach to resolve the systemic root cause and improve student outcomes.*

- To move to high levels of student performance and to resolve the systemic root causes; the campus is pursuing a cultural and structural shift with supporting systems that includes:
1. A change in the school environment to one that is focused on academic achievement, a safe and orderly climate, a campus vision that provides focus for all stakeholders, and attention to assessment and monitoring.
 2. Establishment of a professional learning community with teachers collaborating in PLC's and receiving professional development to strengthen instruction.

3. Establishment of a professional learning community with teachers collaborating in 1:1s and receiving professional development to strengthen instruction.

4. The District will determine the tools needed to support teachers and campus leadership and provide those tools so that the teachers and principals can be effective.

5. The campus will change how it provides instruction so that all instruction is more rigorous and relevant. Teachers will use sheltered instruction, student feedback, and individualized learning. In addition the campus will implement an additional math curriculum and evaluate its current math and reading curriculum.

There have been significant changes in the campus leadership since the 2016-2017 school year.

- New Campus Leader – A new campus leader with a proven record of turning around a school was reassigned to Kelley Elementary for the 2017-2018 school year.
- New Instructional Coach - She is experienced in literacy and working with At-Risk students and the teachers who serve them.
- New RTI/At Risk Coordinator – She is experienced in literacy and working with At-Risk students.
- New RTI Math Teacher – She is experienced in teaching math and in working with At-Risk students. She is also certified in math and ESL.

The

campus will utilize the following Culture/Climate/Communication Initiatives:

- Pulse checks (surveys to get feedback from stakeholders throughout the year) will be conducted at the beginning of the year, mid-year, and end of year.
 - o Parents - The BOY survey indicates that parents are satisfied with the revised school structure and new safety measures taken to improve student safety.
 - o Teachers – The BOY survey indicates that teachers feel that the beginning of the school year started well; however, they waiting to see what will happen during the remainder of the year before making final judgments or comments.
 - o Students - To date a student survey hasn't been conducted.
- Morning Meetings (MM) are held every morning before instruction begins. The purpose of these meetings is to develop a sense of community among the teachers and students, to share campus news or any changes to the daily schedule, help students start focusing on the school day by reciting the Pledge of Allegiance and the school creed.
- The Kelley Connect is a weekly newsletter for the staff to communicate upcoming events (i.e. professional development, PLCs, etc.), remind staff of any upcoming deadlines, share pertinent news, and explain any schedule changes.
- Six-weeks PD calendar is shared with the staff prior to the start of a new 6-weeks grading period. All PD sessions are data driven and teacher driven.
- Increased Parent Engagement. Kelley is using various meetings, held at different times of the day and week, to improve communication and increase parental involvement. Parents are encourage to participate in monthly Parent, Teacher, and Child (PTO) meetings; bi-monthly Coffee & Conversations which are held in the mornings; and Open Houses every six-weeks, Parent-Teacher conferences and site-based decision making committees. Parents are also invited to attend Turnaround Meetings. In addition, Kelley Elementary produces a monthly newsletter called the "Parent Connect."
- Curriculum and Instruction Support Initiatives:
 - o Established PLC's that are focused and targeted to meet the individual needs of teachers. The PLCs have clear, measureable goals to increase student learning. Team members arrive on time prepared to share ideas, plan lessons, discuss assessment data and collection methods, and discover new strategies to support student learning.
 - o Contracted external support in math, ELAR, and science to offer continuous professional learning on lesson planning, best practices and provide modeling and coaching.
 - o New Math Curriculum – The district adopted new math curriculums that promote investigation and exploration: Investigations Math (K-5) and CMP2 (6).
 - o Monitoring of Instruction - Campus leadership is monitoring instruction through daily walkthroughs, providing modeling of lessons and best practices, and communicating what was observed.
- Effective Hiring
 - o Certified Teachers – Every effort is being made to hire experienced, certified teachers. Our goal is to hire dedicated teachers who are willing to put in the extra effort needed to create challenging lessons that ensure students are authentically engaged in learning the daily objectives and mastering the TEKS.
 - o Onboarding – Ensure that all new teachers receive the appropriate orientation to the goals and culture of the Kelley campus.

Outcome: *Describe how the turnaround strategy will help the campus achieve its vision.*

The initiative resolves the systemic root cause in that the initiative removes all the obstacles identified as barriers (ineffective leader, disciplinary problems, no direction, and no teacher support). With the barriers removed, and an effective leader guiding the process, implementing with fidelity the practices that we already know will allow all students to gain access to and benefit from good instruction which will lead to learning, closing the achievement gap, and improved performance.

Annual Goals: *to be completed upon receipt of 2018 preliminary rating*

<Enter Text>

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

The transformational processes and procedures needed to ensure that the turnaround initiative will be implemented effectively includes:

1. A balanced and monitored assessment system (formative/monitored, benchmark, and summative assessments) that is aligned and used to make or inform decisions or to guide instruction such as:
 - a. Frequent formative classroom assessments such as quick quizzes, discussions, observations, comprehension checks, or exit tickets. These assessments are student centered and provide immediate feedback, and they identify students that need further intervention or individualized instruction.
 - b. Benchmarks assessments which are standards based to monitor progress over fairly large units of content material and are used to identify students in need of more assistance or intervention should be given every six weeks. ,
 - c. Regular progress monitoring of Tier II and III targeted systemic interventions that use computer adaptive assistance/blended learning such as Istation, Imagine Math, or Learning A-Z will be used to provide individualized instruction and show a snapshot of student learning or annual progress.
2. Daily Monitoring of Tier I, Classroom Instruction – Through daily monitoring of classroom instruction we can ensure that student expectations are taught, learning objectives are clear and students know what they are, classrooms are student lead and collaborative.
3. Policies will be established to ensure effective transformation:
 - a. The principal of an IR campus must be experienced in dealing with the needs of at-risk students and their parents.
 - b. Teachers of IR campuses must be experienced. In general, first year teachers do not have the skill to meet the needs of our students. It is hard to improve student learning, when the teachers are still learning the basic of classroom instruction.
 - c. Effective, structured PLCs must be conducted for teacher/student growth.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Processes and Procedures Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	PD on Creating Learning Objectives	On-going	Principal, IC, RTI				Select	
	PD: Instructional Strategies (Tier I)	On-going	Principal, IC, RTI				Select	
	PD: Data Dissagregation	On-going	Principal, IC, teachers,				Select	
	Growth Mindset Book study (all teachers)	On-going	Campus Leadership				Select	
Intermediate: (Implementation)	Teacher-Lead PLC's	On-going	Principal, IC, RTI				Select	
	TTESS Domain 1 & 2	On-going	Principal, IC, RTI				Select	
	DI & Collaborative Groups	On-going	Principal, IC, RTI				Select	
	Shift	On-going	Principal, IC, RTI				Select	
Long-Term: (Results)	Learning Culture (students & teachers)	On-going	Campus & District				Select	
	Increase in student achievement	On-going	Entire Campus				Select	

Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>

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?

To eliminate barriers to the improvement process, certain positions of the campus leadership has already been changed. As stated earlier Kelley Elementary has a new principal, instructional coach, at-risk coordinator, and RTI math teacher. To ensure some sense of continuity, the Associate Dean of Students who joined during the 2016-2017 school year and the counselor have remained. To support the improvement process, the district will have weekly meetings with the principal and campus leadership to receive updates on the progress of the improvement plan and student progression. And, the district will perform scheduled and unscheduled walkthroughs with the campus leader and the PSP. The policies defined in the organizational structure will be board approved.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Organizational Structure Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	PD in RTI, 504, PLC, Grading	Dec-17	Principal, IC, RTI, At-Risk				Select	
	PD RTI, 504, Reading Literacy, TTESS Instructional Technology	Dec-17	Principal, IC, RTI, At-Risk				Select	
	PD in Interventions that Work	Dec-17	Principal, IC, RTI, At-Risk				Select	
	PD in Math Achievement Literacy	Dec-17	Principal, IC, RTI, At-Risk				Select	
Intermediate: (Implementation)	PLCs Established, RTI in Reading Block	On-Going	Principal, IC, RTI, At-Risk				Select	
	PLCs Established, RTI in Math Block	On-Going	Principal, IC, RTI, At-Risk				Select	
	RTI Tier 2 & 3 in progress	On-Going	Principal, IC, RTI, At-Risk				Select	
	Math Intervention in Progress	On-Going	Principal, IC, RTI, At-Risk				Select	
Long-Term: (Results)	Consistent Leadership	On-going	District				Select	
	Grow Teacher Leaders	On-going	District, Principal, IC, RTI, At-Risk				Select	

Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
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Capacity and Resources: Describe the staff, training, and resources 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.)

To implement the plan with fidelity, the existing staff will be utilized. The entire campus leadership team is new with the exception of the Dean of Students and the school counselor. Based on the needs assessment, the campus added two new positions: At-Risk Coordinator and RTI Math teacher. These two positions are shared with another elementary campus. They work at the Kelley campus three days a week and the other smaller campus two days a week.

Since reading comprehension has been identified as a long-term, ongoing hindrance to student achievement, A-Z Learning which the district adopted in the 2016-2017 school year, as well as Istation and Imagine Math will be used with fidelity. In addition, student progress will be monitored weekly. Data indicates that although all students are not reading on level, there was improvement in reading fluency and comprehension during the 2016-2017 school year. Instructional staff have been trained on how to use A-Z learning, however, additional training for data analysis of A-Z Learning is needed.

A new math curriculum (Investigations Math) is being used this year and is being implemented to increase growth in student performance. To support new and experienced teachers, the district will continue to provide ongoing external support for all core content teachers. The staff has begun the training listed above and will continuously seek additional training to improve and align assessment systems, instructional delivery systems, professional learning, and transformational processes that include evaluation and monitoring of the plan. Staff changes for implementation will only be made if necessary.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Capacity and Resources Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	PD for A to Z student data	Dec-17	District				Select	
	New Accountability System Training	On-going	Principal and campus leadership				Select	
							Select	
							Select	
Intermediate: (Implementation)	External Core Content Support						Select	
	Coaching for Campus Leadership						Select	
							Select	
							Select	
Long-Term: (Results)	Student improvement in math and Reading	Jun-18					Select	
	Teacher Growth	Jun 2018					Select	

Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
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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?

To inform all stakeholders the vision for the turnaround initiative, we will take the following actions:

- A series of meetings that promotes two-way conversations and gives all stakeholders to understand and help modify, when necessary, the turnaround plan. These conversations will be held during PTO meetings, special "Turnaround" meetings, and Coffee and Conversations, and Parent Nights
- Individual parent/student/teacher conferences
- Posting the campus vision in every classroom and reciting the vision every morning during the Morning Meetings
- The plan being posted on the district website and the campus webpage.
- The campus vision will be written on the letterhead and reiterated in all staff meetings.
- Written correspondence to parents will be written in English and Spanish

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Communication Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Parents	Dec-17	The entire campus				Select	
	School Board	Dec-17	Superintendent, Principal				Select	
	Staff	Aug-17	CLT				Select	

	Community	17-Dec	District,Principal				Select	
Intermediate: (Implementation)	PTO, Coffee, Flyers, Survey, Board Meetings, Email	On-Going	The entire campus Superintendent, Principal				Select	
	Staff Meetings, Email,	On-Going	CLT				Select	
	District Website	On-Going	District,Principal				Select	
							Select	
Long-Term: (Results)	Common Values and Beliefs	On-going	All stake holders				Select	
							Select	

Communication Implementation Status:	Check in date: <enter date>	<Enter Text>
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How will you allocate campus and district funds for this initiative?

Category	Amount	Description
Payroll	\$ 1,761,140.00	This includes \$1,514,051 from district/campus funds supplemented by \$247,089 from grant funds. Grants fund the following positions: At-Risk Coordinator, RTI Math Teacher, Assocaite Dean of Students, and a Reading Paraprofessional.
Professional Development	\$ 39,987.00	This includes \$13,987 from district/campus funds supplemented by \$26,000 from grant funds.
Supplies and Materials	\$ 33,119.00	This includes \$7,719 from district/campus funds supplemented by \$25,400 from grant funds.
Other Operating Cost	\$ 6,048.00	This includes \$5,048 from district funds supplemetned by \$1,000 (generally for parent involvmeent activites) from grant funds.
Capital Outlay	0	

In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).

CSF 1: Coherent Curriculum and Assessment	TCMPC, Contracting of external Curriculum support, New Curriculum, Standards Based Assessments
CSF 2: Leadership Effectiveness	Experienced Campus Leader who attends ongoing PD at ESC20 to enhance the improvement process
CSF 3: Teacher Quality	Hiring quality/experienced teachers, PD/PLC's/RTIProcess/Curriculum Support/Model teaching, Coaching

CSF 4: Family/Community Engagement	Monthly PTO meetings, Coffees, Parent Connection newsletter, Open house every six weeks
CSF 5: School Climate and Culture	An established vision, procedures for students and teachers, goals - students and teachers, an established discipline plan, a full time counselor, and teacher leaders,