

Campus Turnaround Plan

District Name:	McCamey ISD	County-District Campus Number (CDCN):	231901 102
Campus Name:	McCamey Primary	Grades Served:	Prek-4th

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Michelle Schreiner	Principal
Karen Orgain	Pre-k teacher
Erica Bright	Kindergarten teacher
Meghan Summers	1st grade teacher
Rosa Aguilar	2nd grade teacher
Danielle Davis	3rd grade teacher
Jodie Lopez	4th grade teacher
Alicia Syverson	PSP
Ronnie Golson	Superintendent/DCSI

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:
Ronnie Golson	Superintendent
Michelle Schreiner	Principal

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.

McCamey Primary is 2nd year IR. The campus met standard in 2015, but the campus received ratings of improvement required in 2014, 2016, and 2017. The campus is a pre-k through 4th grade campus with a current enrollment of 254 with approximately 67% economically disadvantaged. There are several contributing factors that have resulted in these ratings. Ten of the twelve current classroom teachers have fewer than 5 years of experience with six of these teachers being first year teachers and 50% of the teachers being new to McCamey ISD. This has been a consistent struggle. The campus has also had five different principals over the past four years, with one only in the position for four months. These contributing factors, high turnover in both campus leadership and teaching staff, have resulted in inadequate systems and capacity to support teachers, little depth of knowledge of content, inadequate content delivery, and an inability to analyze and utilize data.

Include the campus vision.

McCamey Primary students will successfully meet any challenge through consistent structures and supports by teachers who understand the impact of their commitment to make a difference for all students.

Needs Summary and Turnaround Plan

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

The systemic root causes that have led to low student performance include high levels of turnover in both campus leadership and teaching staff and the hiring of teachers with fewer than five years of experience. As a result, the campus has lacked the capacity to provide consistent, quality tier 1 instruction in reading, math, and writing. In addition, the campus has not implemented a structured data analysis model to measure and monitor student progress throughout the year

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

In order to achieve academic success campus wide, the turnaround initiative will implement the following: effective weekly PLC processes, curriculum days each six weeks, and a data analysis system to provide focused interventions.

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

Teacher capacity will be increased by empowering teachers with the necessary content knowledge and skills. Teachers will have a clearer understanding of what students need to learn, how to teach the concepts, where each student is academically at any given time, and how to intervene when students are not successful. When teachers are able to do these successfully, student success will follow, as well as a met standard rating.

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

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

To ensure the success of the turnaround initiative, the following structured processes and procedures will be effectively implemented:

1. an adjusted master schedule providing teachers with a full day of collaborative planning time prior to the beginning of each six weeks
2. a process for creating structured weekly PLC protocols that will strengthen instructional practices via job-embedded professional development
3. a process for utilizing a systemic data analysis model to monitor student progress resulting in teachers using current data to make instructional decisions

Processes and Procedures Implementation	Activity <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Create a master schedule that provides a full lesson designing day prior to each 6 weeks	Mar. 2018	District administration				Select	
	Train staff on utilizing TRS documents to increase depth of knowledge of content and to conduct backwards design	Aug. 2018	Principal				Select	
	Train staff on utilizing Lead4ward documents to conduct backwards design	Aug. 2018	Principal				Select	
	Conduct the first full lesson designing day	Aug. 2018	District administration Principal Teachers					
	Build an assessment calendar for the school year	Aug. 2018	Principal Teachers	Core				
	Build the first 6 weeks assessments so that teachers may teach for mastery	Aug. 2018	Principal Teachers	Core				
	Create a data tracking war room with procedures for recording data	Aug. 2018	Principal Teachers	Core				
	Train staff on PLC structures and procedures	Aug. 2018	Principal				Select	
Intermediate: <i>(Implementation)</i>	Lesson design and implementation supervision	Sept. 2018-May 2020 (weekly)	Principal Teachers	Core			Select	
	Utilize data in the war room during PLCs to drive RTI instruction	Sept. 2018-May 2020	Principal Teachers	Core			Select	
	Conduct weekly PLCs to support teachers and build capacity	Sept. 2018-May 2020 (weekly)	Principal Teachers	Core			Select	
	Conduct walk-throughs focused on the Fundamental Five and lesson implementation	Sept. 2018-May 2020 (weekly)	Principal				Select	
Long-Term: <i>(Results)</i>	Campus leadership and teacher turnover percentages will decrease.	Mar. 2018-May 2020	District administration Principal Teachers				Select	
	Teachers will be able to produce rigorous backwards design lesson plans without the direct supervision of the principal.	Jan. 2020-May 2020	Principal Teachers					
	PLC documentation notebooks will be complete for each year.	May 2018-May 2020	Principal Teachers					

	McCamey Primary will receive a rating no less than Met Standard	June 2019-June 2020	District administration Principal Campus Staff				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,*

The principal will ensure that clearly defined roles and responsibilities are aligned and delineated among staff members. The master schedule will allow for a lesson design day prior to each 6 weeks and for weekly PLCS. The principal will ensure that all teachers receive hands on, applicable training in utilizing both Lead4ward and TRS and in how to conduct backwards lesson design. The principal will be actively involved in the full day lesson design planning days each 6 weeks and will lead the weekly PLCs, including the data digs after each assessment and how to construct RTI instruction. Following each walk-through, the principal will provide constructive feedback to strengthen the teachers' abilities.

Only the following

Organizational Structure Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Identify responsibilities of the campus leadership team and train them in their roles as the key instructional leaders.	Aug. 2018	Principal CLT members				Select	
	Create master schedule of collaborative planning times per subject./grade level.	Aug. 2018	Principal CLT members				Select	
	Provide any necessary professional development during scheduled PLCS	Sept. 2018-May 2020	Principal				Select	
	Monitor student data for progress	Sept. 2018-May 2020	Principal				Select	

Intermediate: (Implementation)	Monitor lesson design plans	Sept. 2018-May 2020	Principal				Select	
	Create common assessments	Aug. 2018-may 2020	Principal				Select	
	Conduct instructional walk-throughs to look for implementation of collaborative lesson design	Sept. 2018-May 2020	Principal				Select	
	Continue monitoring lesson design, lesson design implementation, data digging, and instructional adjustments.	Sept. 2018-May 2020	Principal					
	Continue conducting walk-throughs and providing feedback on classroom instruction.	Sept. 2018-May 2020	Principal					
	Continue conducting data digs following each assessment	Sept. 2018-May 2020	Principal				Select	
Long-Term: (Results)	Campus leadership and teacher turnover percentages will decrease.	Mar. 2018-May 2020	District administration Principal Teachers				Select	
	Teachers will be able to produce rigorous backwards design lesson plans without the direct supervision of the principal.	Jan. 2020-May 2020	Principal Teachers					
	McCamey Primary will receive a rating no less than Met Standard	June 2019-June 2020	District administration Principal Campus Staff					
		Check in date:	<Enter Text>				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>					
Organizational Structure Implementation Status:								
Capacity and Resources: Describe the staff, training, and								

By focusing on the development of processes that will empower teachers and on the principal's ability to monitor these processes, more stability will be established, and teachers will feel effective. There will be no additional staff hired due to budget, but hopefully, with all of the extra support provided for the teachers, we will fewer teachers will elect to leave at the end of the 2019 school year, and those remaining team members will be equipped to provide the extra support for any new staff members.

Capacity focuses will include:

Instructional leader with skill sets to transform the campus, provide professional development, utilize resources effectively, monitor instruction and student data, and provide effective feedback.

2. Teachers: Teachers who demonstrate the ability to accelerate student achievement via the implemented processes and procedures.

1. Principal:

Only the following

Capacity and Resources Implementation	Activity <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Train teachers on utilizing TRS documents to increase depth of knowledge of content and to conduct backwards design	Aug. 2018	Principal				Select	
	Train staff on utilizing Lead4ward documents to conduct backwards design	Aug. 2018	Principal				Select	
	Organize extended school day schedule for reteaching purposes.	Jan. 2019	Principal CLT				Select	
Intermediate: <i>(Implementation)</i>	Continue reviewing with teachers how to utilize TRS documents to increase depth of knowledge of content and to conduct backwards design	Aug. 2018-May 2020	Principal Core teachers				Select	
	Continue reviewing with staff on how to utilize Lead4ward documents to conduct backwards design	Aug. 2018-May 2020	Principal Core teachers				Select	
	Continue conducting walk-throughs and providing feedback on classroom instruction.	Sept. 2018-May 2020	Principal				Select	
	Continue conducting data digs.	Sept. 2018-May 2020	Principal Core teachers				Select	
Long-Term: <i>(Results)</i>	Campus leadership and teacher turnover percentages will decrease.	Mar. 2018-May 2020	District administration Principal Teachers				Select	
	Teachers will be able to produce rigorous backwards design lesson plans without the direct	Jan. 2020-May 2020	Principal Teachers					
	McCamey Primary will receive a rating no less than Met Standard	June 2019-June 2020	District administration Principal Campus Staff				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>					
Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>					
Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>					

Communications:
How will you communicate a shared

Communication will occur with all stakeholders of McCamey Primary campus to ensure the successful implementation of the turnaround initiative. The communication processes will include an approach that will ensure two-way communication with each stakeholder group. The components of the plan will be communicated in a manner that is intentional and purposeful using the PLC meetings, CLT meeting, CIT meetings, and other meetings to share expectations and details regarding the initiatives. Staff, parents, and community members will be encouraged to provide feedback and to participate in campus conversations via surveys, social media, e-mails, SBDM, PTO meetings, and parent conferences. All input from stakeholders will be taken into consideration during the campus leadership team meetings.

Only the following

Communication Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Review the components of the plan with the CLT and content teachers to identify specific actions necessary for an effective implementation.	Aug. 2018	Principal CLT members				Select	
Intermediate: <i>(Implementation)</i>	Conduct periodic meetings with the CLT to assess the progress and effectiveness of the initiatives and share input with the staff.	Sept. 2018-May 2020	Principal				Select	
	Collect input regarding the turnaround initiatives from staff, parents, and community members using surveys and share immediate actions taken for improvement.	Sept. 2018-May 2020	Principal				Select	
Long-Term: <i>(Results)</i>	Utilize results from input from all stakeholders to adjust the plan for the following year.	May 2019-May 2020	Principal				Select	
	Communicate results of the initiative, as well as any plans to adjust it, to all stakeholders involved.	May 2019-May 2020	Principal				Select	

Communication Implementation Status:	Check in date: <enter date>	<Enter Text>					
Communication Implementation Status:	Check in date: <enter date>	<Enter Text>					
Communication Implementation Status:	Check in date: <enter date>	<Enter Text>					
Communication Implementation Status:	Check in date: <enter date>	<Enter Text>					

How will you allocate campus and district funds for

Category	Amount	Description
Payroll	\$721,000	Salaries for Primary School Staff
Professional Development	\$20,000	Contracted/Consultant Services, Principal and Teacher Trainings, Workshops, and Conferences
Supplies and Materials	\$41,000	Instructional Supplies including Remediation/Intervention Software Licenses and Materials
Other Operating Cost		
Capital Outlay		

In the boxes below, identify elements of the plan that

CSF 1: Coherent Curriculum and Assessment	The initiative provides training unpacking the standards, lesson design, data analysis and progress monitoring to drive instructional decisions, PLC protocols, and development of interventions. (CSF 1, 2, 3)
CSF 2: Leadership Effectiveness	The initiative provides training for the leadership team (including the principal) to enhance its skills to construct, promote, and implement educational change through implementation of each of the protocols related to data analysis, planning, reteaching, progress monitoring, and providing feedback. (CSF 1, 2,3)
CSF 3: Teacher Quality	The initiative provides a framework for professional development and guidance for implementation of key instructional protocols and strategies to ensure master teachers are in all classrooms. (CSF 2,3)
CSF 4: Family/Community Engagement	The initiative provides opportunities for the leadership team to communicate with parents and community members regarding the effectiveness of the structures implemented to enhance student learning. (CSF 2, 4, 5)
CSF 5: School Climate and Culture	The initiative provides strategies to promote a positive school climate and academic success. (CSF 4, 5)