

# Campus Turnaround Plan

<b>District Name:</b>	Wells ISD	<b>County-District Number (CDN):</b>	037-909
<b>Campus Name:</b>	Wells Elementary	<b>Campus Number:</b>	101
<b>Grades Served:</b>	PK - 6	<b>Date of Board Approval:</b>	12-May-16
<b>Consecutive School Years Rated Academically Unacceptable/Improvement Required:</b>			2nd Year IR

## Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Leslie Brown	DCSI, Curriculum Director
Jim Moore/Blake Smith	Principal, Superintendent/Principal for Impementation
Krystal Tarrant	CLT member, 4-6 grade teacher
Rhonda Redd	CLT member 3rd grade teacher
Joni Hicks	CLT member, 2nd grade teacher
Sonja Fuller	CLT member, 1st grade teacher
Jennifer Glover	PSP

## 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). <b>The comments must be submitted in the ISAM portal.</b>
<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.

Prior to the beginning of the 2014-15 school year, the district lost multiple full time positions due to monetary constraints. This resulted in the elementary campus having to share some teachers with the high school campus. The elementary no longer had a dedicated full time PE teacher, leading to dramatic changes and constraints on the master schedule. Because of this, the campus was unable to have adequate and common planning periods for teacher teams, therefore, meaningful dialogue was lacking between grade levels and departments. One special education teacher was lost, causing the remaining special education teacher to have to serve both campuses without adequate help from paraprofessionals (not enough on staff). Also, the learning lab, used for intervention and instructional support, was not manned with a highly qualified teacher, leading to less student success.

## Needs Summary and Turnaround Plan

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

There is a lack of effective and consistent academic support for all students. Based on the results of the SWOT Analysis Tool for the lowest three CSFs, this root cause shows a persistent condition affecting multiple grade levels and subjects. There has been a lack of consistency, historically, for supporting all student groups. Because the campus has a high percentage of ECD students, most students and grade levels will be positively affected along with every elementary reading teacher. Critical Success Factors focused on include: a need to increase academic growth and performance, the need to increase quality learning time, and a need to increase family/community engagement. Correction of this systemic root cause will result in sustainable instructional/intervention support for all students. This, in turn, will decrease the number of students needing intense intervention in grades 4-6 in the coming years.

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<b>Turnaround Initiative:</b> <i>Describe your systemic approach for turning around the campus.</i>		<b>Impacted Critical Success Factors (CSFs):</b>	
<p>The turnaround initiative (Student Growth Initiative) will establish supports for student growth and learning. By identifying the lowest performing 30% of students in grades K-6 for reading and math, interventions can be tailored for increased growth and student success on an individual basis. The interventions will be communicated to all stakeholders.</p>		<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 checked="" type="checkbox"/> CSF 4 - Increased Learning Time	
		<input checked="" type="checkbox"/> CSF 5 - Family/Community Engagement	
		<input checked="" type="checkbox"/> CSF 6 - School Climate	
		<input checked="" type="checkbox"/> CSF 7 - Teacher Quality	
<b>Outcome:</b> <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
All students in grades K-6 will make a minimum of one year's growth in reading and math computational skills.			
<b>Processes/Procedures:</b> <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			
<p>These processes and procedures will be implemented and embedded in other support systems to implement the turnaround initiative. <b>Alignment:</b> · A clear vision (Student Success Is Priority #1) will be communicated to all stakeholders. · Student needs are organic and will be addressed with ongoing meetings and discussions between teacher teams, administrators, students and parents. · Ongoing discussions among stakeholders about meaningful data tables will be utilized regularly.</p> <p><b>Efficiency and Effectiveness:</b> · A new elementary principal will be hired with extensive elementary experience in the TAIS process. · Tracking of the lowest performing 20-30% of students at each grade 1st-6th will aide in developing targeted instruction for individual students. · New job descriptions for campus and district level administrators and support staff will be developed to create a more efficient and effective process for meeting the campus needs. · The development of an assessment calendar will streamline implementation of regular diagnostic assessment and set goals for deadlines for effective and efficient data management. · The 2016-17 school calendar will be adjusted to accommodate for increased instructional time, staff development days to allow for more extensive collaboration and instructional planning, and days built in to accommodate for conferences with parents to review individual student data and communicate ways</p>			

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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?*

**Clear and Focused Vision:** · "Keep The Main Thing The Main Thing: Student Success is Priority #1" is the newly developed campus vision. This campus vision was developed by the CLT using input from staff, parent/community surveys, site-based committee members, and the teacher teams. It ties in directly with the "Student Growth Initiative". · A Campus Improvement Team will be established to periodically review and oversee the implementation of the initiative. · The focus will be on monitoring and communicating student growth. **Key Stakeholders:** · Communication strategies will include student/teacher conferences, student/administrator conferences, and improved parent conferences. · The campus will utilize the district website and social media pages to communicate positive activities and academic celebrations. · Extended day programs will be utilized to focus on individual TEKS and parents will be communicated with to ensure student attendance to needed sessions. · Administrators will effectively use team meetings, faculty meetings, and administrative meetings to communicate student success concerns and celebrations. · Teachers, campus administration and support staff will meet at least quarterly to review student intervention plans and adjust as needed. · Teachers and campus principal will conference with students to review their individual meaningful data tables for growth and develop

**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?*

Campus teams will eliminate barriers to improvement by redefining roles to empower staff, provide direction in order to keep staff accountable for success and staff will be self-aware of their roles and goals. **Eliminate Barriers:** · District leadership will regularly meet with campus administrators to discuss the needs in scheduling, and budgeting issues so that they can be quickly solved or corrected. Campus administration will be allowed to make the daily decisions of how to implement the turnaround plan, adjust and use resources to best serve students. · The superintendent will effectively communicate with central office staff the needs of the campus and how to assist them to be successful with the turnaround implementation. · The superintendent will set aside funds for additional staff, technology and extended day programs. **Redefine Roles:** · A new elementary principal will be hired. · PE teachers dedicated to the elementary campus will be put in place. This will increase flexibility of class/intervention scheduling at the elementary campus. · An additional reading class will be created for struggling students and will be manned by a certified teacher and a paraprofessional. · A new teacher evaluation system will be implemented in order to define expectations of teachers, set goal for teachers, and review teacher accomplishments for the year. · The superintendent will implement a new principal evaluation system in order

**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.)*

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• A teacher and a paraprofessional will be moved to an added reading class for students that need intervention and support. This teacher will be replacing one that left in December so no new salary will be added. • A new 4-6 teacher will be hired to replace the one moving to the extra reading class. No added salary will be added. • Adding a part time 7-9 grade math teacher will allow us to move a current employee to the elementary campus as a full time P.E. teacher. This gives the elementary principal more latitude on scheduling and it allows us to take a teacher who had been helping out with elementary P.E. and reassign them to a SPED teacher position at the elementary. We are also adding one additional SPED paraprofessional to the elementary campus. This will give us 1 SPED teacher and 2 assistants. This year we ran our elementary SPED lab with 1/2 a teacher and 1 assistant.

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

Category	Amount	Description
Payroll	\$44,000.00	Adding a part time 7-9 grade math teacher will allow us to move a current employee to the elementary campus as a full time P.E. teacher. This gives the elementary principal more latitude on scheduling and it
Professional Development	\$15,000.00	3K: 6+1 Steps to Writing: Implementing a district wide writing program grades 2-10. 5K: Teaching and engaging students from poverty. 2K: Development of teachers webpages. 5K: - Closing the achievement
Supplies and Materials	\$5,000.00	Programs and curriculum for enrichment and remediation for all core subjects in grades K-6
Other Operating Cost	\$7,500.00	Extra teacher pay and transportation costs for beginning extended day in September. Insurance and utilities on the districts old gym to use for elementary activities .Building had sat dormant for the past 2
Capital Outlay	\$65,000.00	12K: 22 new computers in elementary lab. 3K: District wide communication initiative. 10K Elementary library upgrade. 5K: 24 new laptops for mobile cart to be housed in elementary. 30K for elementary