

# Campus Turnaround Plan

<b>District Name:</b>	Midland Independent School District	<b>County-District Number (CDN):</b>	165901
<b>Campus Name:</b>	Crockett Elementary	<b>Campus Number:</b>	105
<b>Grades Served:</b>	EE - 06	<b>Date of Board Approval:</b>	9-May-16

<b>Consecutive School Years Rated Academically Unacceptable/Improvement Required:</b>	5th Year IR
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### Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Lisa LeClear	Principal
Amanda Finley	Assistant Principal
Lisa Neighbors	DCSI
Misty Morgan, Kim Wiginton, Adrienne Horn	CLT Member
Julie Johnson, Joy Field, Kelly Carroll	CLT Member
Debbie Henderson	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.

### 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.

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## Needs Summary and Turnaround Plan

**Systemic Root Cause:** *Describe the systemic root cause that has led to low student performance.*  
 The lack of foundation skills in kindergarten through second grade has led to students' lack of ability to transfer knowledge in third through sixth. This applies to both reading and math.

<b>Turnaround Initiative:</b> <i>Describe your systemic approach for turning around the campus.</i>	<b>Impacted Critical Success Factors (CSFs):</b>
By establishing a shared leadership process through newly formed action teams, Crockett will address multiple CSFs which impact student performance. The focus of these action teams will include academic intervention, behavior, literacy, and leadership. The campus master schedule will be adjusted to ensure collaborative time for both vertical and horizontal planning teams. Structures and/or protocols for these meetings will be established and monitored by campus leadership. Within the classroom environment, the focus will shift from what teachers are doing to what students are learning and more consistent processes will be established to monitor that learning.	<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 type="checkbox"/> CSF 5 - Family/Community Engagement
	<input checked="" type="checkbox"/> CSF 6 - School Climate
	<input checked="" type="checkbox"/> CSF 7 - Teacher Quality

**Outcome:** *Describe how the turnaround initiative will resolve the identified systemic root cause.*  
 As part of the turnaround process, Crockett will be creating a culture of learners for students and adults. By expanding the collaborative process through leadership action teams, all campus personnel will have a shared purpose, mutual accountability, equity, ownership and a unified voice which keeps the campus mission and vision at its forefront. Because the action teams' focus will center on all aspects that impact student performance, gaps in foundational learning will close and students will be able to transfer new learning to multiple tasks.

**Processes/Procedures:** *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*  
 The campus will be developing specific roles and responsibilities for each action team which will include, but are not limited to, the following processes and procedures.  
 Initially, the behavior action team will be developing a system for motivational incentives and investigating alternatives to office level in-school suspension (ISS). The academic intervention action team will be researching the impact of learning plans for students who need extra support. The literacy team will begin researching and establishing the curriculum enhancement requirements needed to target foundational fluency skills as well establishing protocols for teaching students "critical thinking" skills. The leadership team will establish a new master schedule restructuring time for vertical and horizontal collaborative team planning. Additionally this team will establish protocols and expectations for vertical and horizontal teams, work with district professional development staff and, whenever possible, create in-house trainers for staff development.  
 In addition to the action teams, another instructional change that will be made is converting third grade classes from departmentalized to self-contained classes.

**Communications:** *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*  
 To continually emphasize the vision of "**Passion - for my achievement and growth; Pride - for myself and my school; Power to achieve my own future,**" focus will be given on encouraging and promoting a two-way communication process with Crockett parents and other community stakeholders. Crockett staff will establish processes to enhance communication through morning meetings, campus and classroom newsletters, outside marquee, school website, and the television monitor at the entrance of the school. Each action team will work within the parameters of their team to identify a process to constantly share this vision.

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**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?*

The district will address barriers through priority hiring for the campus and closely monitoring student/teacher ratios. The role of current interventionist will be redefined as an instructional specialist.

By establishing action teams and clarifying roles and responsibilities within those teams, the campus will empower more staff to be involved in the Turnaround Initiative. This involvement aligns with the campus mission "**At Crockett Elementary, our mission is to empower the potential of each student and celebrate personal growth and achievement. We strive to have a respectful, supportive, and an engaging environment where teachers, parents, and community members are actively involved in creating lifelong learners.**"

**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.)*

Although the turnaround initiative does not require additional personnel for implementation, responsibilities in third grade classrooms will shift. By returning to self-contained classes, the collaboration process will become much more effective.

The entire staff is required to be engaged through the action team process.

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

Category	Amount	Description
Payroll		
Professional Development	\$10,000	Professional Development for Teachers
Supplies and Materials	\$20,000	Supplies/Materials Necessary for Professional Development
Other Operating Cost	\$5,000	Substitutes for Job-Embedded Professional Development
Capital Outlay		

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