

## Campus Turnaround Plan

<b>District Name:</b>	Evant ISD	<b>County-District Campus Number (CDCN):</b>	050901101
<b>Campus Name:</b>	Evant Elementary	<b>Grades Served:</b>	PK-5

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Ken Wimberley	Superintendent/DCSI
Jennifer Ingram	Principal
Penny Curry	PSP
Stacey Lowery	Special Programs Director
Jordan Webster	Teacher/CLT Member
Sarah Hall	Teacher/CLT Member

### 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:
Ken Wimberley	Superintendent/Principal's Supervisor
Jennifer Ingram	Principal
Stacey Lowery	Special Programs Director

## 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.

Evant Elementary School serves approximately 115 students in grades PK-5. The student population of Evant Elementary consists of 72% Economically Disadvantaged students, 10% English Language Learners, and 14% of students receiving Special Education. While Evant Elementary was not only able to meet standard under TAKS, the school was recognized by the State of Texas for many years due to superior student performance levels. Under the new assessment and accountability system, Evant Elementary was unable to continue to meet standards due to leadership and staffing issues. Evant Elementary is currently a 2nd year IR campus.

During the 2016-17 school year, Evant ISD Superintendent resigned to accept a position as an Elementary Principal in a neighboring district, the PK-12 Principal's contract was "bought out" by Board of Trustees, and the Assistant Principal left to accept another position in a nearby district. An interim Superintendent began in May and worked through August. In 2015-16, of the 8 elementary staff members, 4 were new to the district. Then in 2016-17, of the 8 staff, 2 were new to the district.

For the 2017-18 school year, Evant ISD reorganized the leadership team to include the following positions. A new Principal was hired. The Assistant Principal position was dropped. A retired administrator was hired for attendance and discipline. A Special Programs Director was added to the staff. The campus also hired an additional 2nd grade teacher to serve the 7 out of 24 students who had been retained the prior year.

The campus did not meet standards in Index 1 by 2 points and Index 3 by 5 points.

For the 2017-18 school year, an experienced Principal was hired who's work history and relationship with students, staff, and community made her an important asset. The Superintendent was selected due to his proven academic history with student success and his ability to attract and retain instructional staff. In addition to these two hires, a Special Programs Director was recruited to address special populations as well as assisting general education teachers in acquiring new instructional practices that enables staff to meet the needs of all students.

Include the campus vision.

Evant Elementary is committed to providing academic excellence through rigor, relevance, relationships, and personal responsibility. We embrace the commitment to continuous improvement, collaboration and accountability that will develop the conditions and the climate that will promote maximum learning for all students.

## Needs Summary and Turnaround Plan

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

Evant Elementary School conducted a comprehensive root cause analysis that identified the following as a dominate impact of poor student performance. The root cause identified was ineffective instructional strategies and techniques used by general education teachers as well as special program teachers. In order to accelerate the instructional development, a Special Programs Director was hired. The Principal also has an extensive academic background that reflects deep competencies regarding the instructional needs of students. A longitudinal study initiated at the beginning of the 2017 school year of Evant retention rates demonstrated that every child was not at the expected standard of proficiency in order to be at the "promotable" grade level.

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

After a careful analysis of all Evant Elementary student and staff data, the campus leadership team determined that an intensive "rebuild" of instructional capacity was needed to effectively meet the needs of each EES student. These strategies included support from the Special Programs Director in unison with the Education Service Center 12 in order to better meet the needs of special education, ESL, Gifted and Talented, 504, and general education students. Included in the strategy is a retraining and relaunch of a Response to Intervention process that ensures fidelity and the earliest intervention for every struggling student.

The campus turnaround strategy in partnership with the district creates a responsive action plan to meet the educational goals of both general and special population students.

To support the "rebuilt" staff, Evant Elementary will create individual as well as campus-wide professional development plans. The plans will be supported by district resources (trainings, instructional materials, guidance and budget) based on the root cause analysis that identified instructional and leadership needs. These professional development plans will focus on small group instruction, differentiation, effective use of existing resources, and improved lesson design in order to better meet the needs of students and to enable staff to implement successful Tier 1, Tier 2, and Tier 3 instructional targets.

Professional Development Targets for the 2018-2019 and 2019-2020 school years include:

- Data-Driven Instruction
- Planning instruction in order to create a student-centered classrooms and administrative offices
- Connecting standards to instruction
- Assessment Data Analysis
- Book Studies and professional readings
- Better communication with parents
- Increased ESC support

The district expectation is that the turnaround strategy will guide and direct the campus to develop and implement a uniform, consistent instructional program that provides teaching strategies and techniques that impact the learning of all students to include special education, ESL, 504 and GT students.

A district meeting involving the campus principal and program coordinators will occur to establish the campus expectations regarding individual and collective student learning. Aligned data collection and consistent implementation of proven, researched based instructional practices will be instituted with the support of ESC 12.

Timely data analysis and instructional monitoring will result in selection of individualized and campus-wide professional development opportunities, targeting coaching and determination of instructional delivery adjustments. Through increased effectiveness of instructional delivery, all student groups will improve in their academic achievement, as demonstrated by student performance data sources such as TPRI, MClass, IStation (Reading and Math) and STAR.

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

Evant Elementary School's vision reflects the core belief that all children can learn. It is also a shared belief that all children can learn because of effective and relevant instructional practices. The improvement of instructional practices will be due to a strong partnership with ESC 12, expert instructional leadership, and strong support from special programs. The campus will be aggressive in finding appropriate training opportunities and supporting staff participation. The campus will also implement a progress monitoring component that ensures the professional development is evident in classroom instruction.

**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 Evant Elementary School turnaround plan requires the implementation of a campus-wide instructional program that demonstrates in every classroom strategies and techniques that positively impacts the learning of all students to include special education, ELL, 504, and GT students. This process will include intensive professional development training for staff and leadership, the establishment of progress checkpoint dates that must occur, and data-disaggregation and plan adjustments which will take place with stakeholders in the following manner:

- Campus Staff – Campus leadership team meetings, faculty meetings, department meetings, weekly updates
- District Staff – Weekly administrative meetings
- Parent and Community Members – Site-based team meetings, progress updates and feedback sessions during academic nights, open-door policy

A common thread in the root cause analysis process from the staff, parent and community input sessions reflected a need for an aligned curriculum that would include a process to develop instructional lessons. Although the district uses the Year at a Glance, Instructional Focus Documents, TEKS Clarification Documents, Vertical Alignment Documents, and Performance Assessments, each input group expressed the need for additional support for classroom instruction in the form of structured lesson content. During the creation of the turnaround plan, evidence was found that there exists uneven planning, inconsistent resource utilization (worksheets versus engaging manipulatives) and a lack of consistent instructional core beliefs. Evant ISD will train all new and existing staff members (instructional and leadership) and annually retrain returning staff members in a positive behavior support program, a writing program, response to intervention, book studies, guided math and guided reading, and meeting the needs of a diverse learner. The 2016-17 PBMAS report reflected low socio-economic students were underperforming in relation to their peers on STAAR assessments. The turnaround plan process indicated that this was due to limited and outdated instructional practices.

**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
<b>Short-Term:</b> (training, acquisition of new skills)	Campus staff will analyze 2017-2018 STAAR data	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
	Campus staff will attend targeted professional development guided by assessment results	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
	Campus staff will create incremental testing instruments to be administered throughout 2018-19 school year.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
	Campus staff will explore, select, and implement campus-wide writing, behavior, multi-tiered instruction programs, resources, and instructional materials.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
<b>Intermediate:</b> (Implementation)	Campus leadership team will create progress monitoring protocols to ensure adherence to turnaround plan academic expectations for staff and students.	January 2019-May 2019	DCSI, Principal, EES Staff				Select	
	Campus and district will create a systemic approach to recruiting and retaining quality teachers and administrators.	January 2019-May 2019	DCSI, Principal, EES Staff				Select	
							Select	
<b>Long-Term:</b> (Results)	Every Evant Elementary student will meet standard on state assessment.	January 2020-May 2020	DCSI, Principal, EES Staff				Select	
							Select	
<b>Processes/Procedures Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>						

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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 campus conducted a root cause analysis to determine barriers to school improvement. These were: a lack of an organizational chart, no job descriptions resulting in ambiguous roles and responsibilities, and a lack of intentional staffing patterns. The turnaround process also identified a lack of interview protocols and recruitment efforts. Each of these identified impacts will be systematically addressed at the campus, district, and board level beginning June 2018.

**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		Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Creation of an organizational chart.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
	Creation of job descriptions for Evant ISD employees.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
	Creation of staffing at each campus based on student need and enrollment to include ancillary services.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
	Creation of a recruitment and retention process.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Create climate and morale surveys to be administered to all employees and all departments.	January 2019-May 2019	DCSI, Principal, EES Staff				Select	
	Create a relationship with area colleges to solicit student teachers.	January 2019-May 2019	DCSI, Principal, EES Staff				Select	
	Collaborate with ESC 12 to develop teacher leaders.	January 2019-May 2019	DCSI, Principal, EES Staff				Select	
<b>Long-Term:</b> <i>(Results)</i>	Every Evant ISD staff member will be intentionally hired, retained and trained.	January 2020-May 2020	DCSI, Principal, EES Staff				Select	
							Select	

<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <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.)

The campus will analyze the existing instructional arrangements of 3-5 to determine how to more effectively meet the needs of these students (departmentalization versus self-contained). The campus and district will explore options to improved technological infrastructure, staffing, devices, training, programs and community outreach.

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

<b>Capacity and Resources Implementation</b>	<b>Activity</b> <i>(Actions/Processes)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes</b> <i>(Goal/Target)</i>	<b>Results</b> <i>(Outcomes/Data)</i>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Initiate discussions with the Board of Trustees regarding the funding for improving all components of the district's technology program.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
	Create a strategic plan of technological improvement to include the timeline and budget.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
	Based on student data, a campus advisory committee will be created to evaluate and determine the best instructional arrangement for students grades 3-5.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	The district will contract a vendor/ESC to audit existing technology to determine a strategic plan of responsive actions to improve overall technical accessibility and services.	January 2019-May 2019	DCSI, Principal, EES Staff				Select	

<i>(Implementation)</i>	Implement the findings of the campus advisory committee regarding instructional arrangements for students 3-5.	January 2019-May 2019	DCSI, Principal, EES Staff				Select	
							Select	
							Select	
<b>Long-Term: (Results)</b>	Through the improvement of outdated, limited technology and its components, instruction and student learning will be able to utilize current and relevant resources.	January 2020-May 2020	DCSI, Principal, EES Staff				Select	
							Select	

<b>Capacity and Resources Implementation Status:</b>	<b>Check in date:</b> <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?*

Staff, Board of Trustees, parents, and community members have worked collectively to create the shared vision of a school where all students perform at or above grade-level expectations. The turnaround plan provides the vehicle by which to reach this vision through the implementation of a uniform, consistent communication process in which to articulate the instructional strategies and techniques that impact the learning of all students to include special education, ELL, 504, and GT students. Communication modalities to be used include campus communiques, email, text messages, social media, board agendas and minutes, and community meetings. Celebrations and adjustments will occur regularly.

**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
<b>Short-Term: (training, acquisition of new skills)</b>	Conduct collaborative meetings with Evant ISD, parents, and community members to create a shared vision for Evant Elementary.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	
	Train Evant Elementary staff on appropriate utilization of the following communication modalities: email, text messages, social media, and meetings.	June 2018-December 2018	DCSI, Principal, EES Staff				Select	

							Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Create group list-serves to include business partners, civic leaders, church leaders, parents, and volunteers.	January 2019-May 2019	DCSI, Principal, EES Staff				Select	
	The district will conduct quarterly audits to measure communication effectiveness (surveys).	January 2019-May 2019	DCSI, Principal, EES Staff				Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Create a robust partnership with all district shareholders.	January 2020-May 2020	DCSI, Principal, EES Staff				Select	
							Select	

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

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

Category	Amount	Description
Payroll		
Professional Development		
Supplies and Materials		
Other Operating Cost		
Capital Outlay		

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

<b>CSF 1: Coherent Curriculum and Assessment</b>	• Curriculum-Based Assessments
<b>CSF 2: Leadership Effectiveness</b>	• Teacher retention

<p><b>CSF 3: Teacher Quality</b></p>	<ul style="list-style-type: none"> <li>• STAAR/EOC results</li> <li>• Student feedback</li> <li>• Classroom observations</li> <li>• Third party classroom observation</li> <li>• Teacher recruitment process</li> <li>• Increased student performance</li> <li>• Walk-through data</li> <li>• Teacher feedback</li> <li>• Teacher evaluation results</li> <li>• Professional development hours</li> <li>• Professional development implementation (as evidenced during walk-throughs)</li> <li>• Classroom engagement</li> <li>• Time on task</li> <li>• Failure Rates</li> <li>• Discipline referrals</li> <li>• Parent surveys</li> <li>• Classroom retention rates</li> </ul>
<p><b>CSF 4: Family/Community Engagement</b></p>	<ul style="list-style-type: none"> <li>• Family and community perception surveys</li> <li>• Number of parent/family conferences held</li> <li>• Observed results from the conferences</li> <li>• Number of family/parent focus workshops and programs offered</li> <li>• Participation results from the school sponsored meetings</li> <li>• Number of home visits conducted</li> <li>• Observed results from the home visits</li> <li>• Number of modes of communication used to inform families how to support their student academic growth</li> <li>• Number of community partners</li> </ul>
<p><b>CSF 5: School Climate and Culture</b></p>	<ul style="list-style-type: none"> <li>• Teacher retention rate</li> <li>• Student perception data</li> <li>• Parent/Community perception data</li> <li>• Discipline data</li> <li>• Aggregated /disaggregated attendance data</li> <li>• PEIMS data</li> <li>• PBIS activities &amp; impact</li> <li>• Teacher attendance</li> <li>• Involvement in extra-curricular activities</li> <li>• Walk-through Observations</li> <li>• Campus cleanliness</li> <li>• Community involvement and support</li> <li>• Aggregated/ disaggregated discipline referral data</li> <li>• PEIMS 425 report</li> </ul>