Campus Turnaround Plan

District Name:	LORENZO ISD	County-District Campus Number (CDCN):	054902-102
Campus Name:	LORENZO ELEMENTARY	Grades Served:	PK-6

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Kayla Morrison	Superintendent, DCSI
Jessica Crabb	Principal
Mandy Haire	Assistant Principal for Curriculum and Instruction
Southern Bush	PSP
Shauna Lane	ESC School Improvement Liason
Henry Benitez, Delia Quintana, Lisa Hernandez, Rusty Forbes, Ronnie Gutherie	parents and community

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:
Kayla Morrison	Superintendent, DCSI
Jessica Crabb; Mandy Haire	Principal; Assistant Principal for Curriculum and Instruction
Shauna Lane	ESC School Improvement Liason
Raye Wallace, D'ann Schoepf, Marlena Garcia	Elementary staff - CLT
Southern Bush	PSP

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.

Lorenzo Elementary is located in a traditional farming community and has a 36% migrant population and 80% economically disadvantaged population. Prior to 2016-2017, the use of an aligned curriculum, vertical alignment, and use of data to drive instruction was non-existent. In 2015-2016, Lorenzo Elementary missed all 4 indices. For 2016-2017, Lorenzo Elementary All Student group meeting the Approaches level or above showed improvement in reading (55 to 62%) and math (50 – 68 %), but writing showed a decline of 38 – 28%. Economically Disadvantaged students meeting the Approaches or above level showed an increase in math (48 – 61%); however, reading performance decreased 55-52% and writing from 60 – 14%. In the fall of 2016, Lorenzo Elementary implemented an aligned curriculum system and a data collection system. Data meetings were held at the end of each six weeks to check student progress data on unit assessments and to discuss instructional planning based on student needs. In 2017, Lorenzo Elementary showed significant progress in Index 1, 2 & 4, but Index 3 was not met by 4 points – scoring a 24 out of 28 for this index. Even though students in the All Student group and the Economically Disadvantage group achieving at the Meets and Masters level did increase from 2016 to 2017, the gain was not enough to close the achievement gap for Lorenzo Elementary students. In 2017, 9% of All Students met Masters in reading, 6% in math, 0% in writing. During the spring and summer of 2017, recruitment of personnel through job fairs was initiated, and personnel changes were made specifically in 4th grade writing, 4th- 6th grade math, and 3rd grade reading and math. A phonics program for K-2 was implemented to help support reading development at the early levels. For the 2017-2018 school year, data meetings where held each six weeks to evaluate student progress on unit assessments; however, because of limited time planned within the school year and school day, teachers were pulled from instructional time to discuss student data and instructional practice. There was no campus system to ensure curriculum alignment, assessment and student data analysis, coaching and feedback, embedded professional development to improve foundational instructional practice, and to discuss and plan the use of higher level thinking strategies. This has effected the ability of the campus staff to continue to build capacity in effective instructional practice and continue to increase student performance specifically in the low socioeconomic group.

Include the campus vision.

Lorenzo Elementary is committed to creating an academic environment where effective instructional practice impacts student growth and performance in the state standards every day.

Needs Summary and Turnaround Plan

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

Lack of systems to ensure and support fidelity to aligned curriculum and effective instructional practice to teach to the cognitive level required for students to be successful in mastering the state standards.

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

Lorenzo ISD's elementary campus has failed to meet standard due to the lack of systems to ensure effective instruction to teach to the cognitive level required for students to be successful in mastering the state standards. Over a two year process, LISD will focus on creating systems that focus on the following: implementing systems using an aligned curriculum (using TRS-YAF, IFD, and TEKS Verification to plan instruction), assessing and collecting student data (using TRS and Eduphoria to assess and collect/monitor data), coaching and feedback. A weekly PLC time will be implemented to support and ensure implementation of the new systems. The DCSI and Campus Principal/Principal of Curriculum/Instruction will guide, monitor, and provide coaching and feedback on a weekly basis to implement systems and support teachers in order to yield increased teacher quality and effective Tier 1 instruction. Staff will be retrained in using aligned curriculum, assessment, and analyzing student data. Expectations in implementing professional development with fidelity will be established by campus/district administration. Implementation of planning, teaching, and responding to student data will be monitored via the campus principals/DCSI via the systems and PLC.

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

Lorenzo Elementary will have systems in place to develop, support, and monitor effective teaching and learning in order to positively impact student mastery of state standards.

Goal #1 --35% of All Students, All Tests will achieve Meets Level on 2019 STAAR.   Goal 2: 75% of All Students will achieve Approaches Level on 2019 STAAR..

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

• Teacher placement and assignments will be evaluated and adjusted based on T-TESS evaluations and student achievement data. • The master calendar and daily schedule will be modified to provide a daily time for professional learning and development. • A weekly PLC agenda will be developed and led by DCSI and Campus Principal/Principal for Curriculum/Instruction to provide for implementing and monitoring systems in place for supporting aligned curriculum, assessment and data analysis, and coaching and feedback. Initial implementation of PLC time will consist of ensuring fidelity to aligned curriculum and use of data to drive instructional planning, but focus will increase on embedded effective instructional strategies that will consistently impact Tier 1 instruction and student goal setting and self-data monitoring. • Expectations and implementation of consistent planning for student mastery of the standards will be set. • Administrators will attend training and plan with DCSI to build capacity in coaching and effective feedback and monitoring of lesson development and delivery. Coaching and feedback from walkthroughs and student work/data will be provided each week from Campus Principal/Principal for Curriculum/Instruction and/or DCSI via face to face and email. • Professional development in the summer and fall will be targeted to support foundational knowledge in curriculum alignment, lesson planning using data to plan instruction, the impact of using high yield instructional strategies, and effectively working with students in poverty. Contract services via the ESC will be utilized to provide professional development and specific reading program support. • Administrators will report weekly to DCSI/Superintendent and be evaluated via the TPESS rubric. • Teachers will meet weekly with the campus principal during PLC and be evaluated on implementation via walkthroughs and TTESS observations.	

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)*	Review/Adjust Teacher Assignments	Spring/Summer 2018	DCSI/Campus Principal	Previous teaher schedule; T-TESS report	Rearrangement of classroom assignments to match teacher strengths		Select	
	Revise Calendar/Master Schedule	Spring/Summer 2018	DCSI/Campus Principal	Master schedule/calendar	Weekly PLC's/coaching/feedback schedule will focus on improved Tier1 instr-student progress		Select	
	Hire Principal for Curriculum/Instruction	Summer 2018	Superintendent/School board	Applications for position; job fair attendance	Instr. Coach will lead PLC's, provide coaching/feedback			
	Identify Systemic Needs	Spring/Summer 2018	DCSI/Campus Principal/CLT	Inventory of current systems in place	Systems identified will be in place for 2018-19		Select	
	Identify Instructional Support Needs/Contracted Services	Spring/Summer 2018	DCSI/Campus Principal	ESC contract availability, instuctional needs inventory	Contracts signed will provide support for implemented systems/improved Tier 1 instruction.			
	Plan Teacher/Leader PD	Spring/Summer 2018	DCSI/Campus Principal	ESC PD catalog, Deloitte, Principal Academy,Monthly Acct.mtgs	Weekly PLC calendar in place for 2018-19 targets student progress and effective Tier 1 instruction			
	Establish Systems/PLC Procedure/Protocol	Spring/Summer 2018	DCSI/Campus Principal	Training materials'ESC support	Format/schedule in place for weekly PLC 2018-19		Select	
Intermediate: *(Implementation)*	Attend Teacher/Leader PD	Summer 2018-Spring 2019	DCSI/Campus Principal/Teachers	ESC PD training; Deloitte	Tier 1 instr.improved as evidenced by st. assessments.		Select	
	Schedule Contracted Services	Summer 2018-Spring 2019	DCSI/Campus Principal	ESC catalog; STAAR reports to show specific content needs	Teachers attend Back to School conf at ESC for topics geared to improve student progress		Select	
	Conduct Weekly PLC	Fall 2018-Spring 2019	DCSI/Campus Principal/Teachers	Student assessment reports; walk-through obs	Tier 1 instr.improved as evidenced by st. assessments. Coaching/feedback implemented			
	Conduct Weekly Observation, Coaching, Feedback Sessions	Fall 2018-Spring 2019	DCSI/Campus Principal/Teachers	T-Tess; student assessment data;master schedule	Tier 1 instr.improved as evidenced by st. assessments. T-TESS ratings improve;		Select	
							Select	
Long-Term: *(Results)*	STAAR results/Student Progress	Spring /Summer 2019	Supt/Principal/Staff	PLC info; student data info; STAAR reports	STAAR results will show Met Std. on State Accountability		Select	
	TTESS Rating Improvement	Spring /Summer 2020	Supt/Principal/Staff	T-TESS reports	T-TESS ratings will improve.		Select	
Processes/Procedures Implementation Status:	**Check in date: <enter date>**	<Enter Text>						
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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?*

The Superintendent/DCSI and Campus Principal (Principal of Curriculum/Instruction) will:
• reorganize grade level teaching assignments.
• revise calendar and master schedule to accommodate time for weekly PLC.
• be responsible for developing and planning the relative professional development and protocols needed to ensure effective implementation of the systems outlined in the Turnaround Plan Strategy.
• monitor implementation of professional development and learned instructional strategies via walkthroughs and coaching and feedback sessions.
• attend trainings to continue to grow leadership capacity to monitor processes of teaching and learning and give quality feedback around instructional practice.
• provide monthly updates to the Board of Trustees on the progress of the Turnaround Plan implementation.
Teachers will:
• attend professional development and implement processes/systems developed to support aligned curriculum, assessment and data analysis, and coaching and feedback.
• attend provided PLC time and engage in system processes as outlined in the Turnaround Plan Strategy.
The Board will:
• approve the Turnaround Plan and ensure the necessary resources are available to implement all components of the Turnaround Plan.
• receive monthly updates on Turnaround Strategy implementation status.

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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)*	Review/Adjust Teacher Assignments	Spring/Summer 2018	DCSI/Campus Principal	Previous teaher schedule; T-TESS report	Rerrangement of classroom assignments to match teacher strengths		Select	
	Revise Calendar/Master Schedule	Spring/Summer 2018	DCSI/Campus Principal	Master schedule/calendar	Specific time created for weekly PLC's/coaching/feedback		Select	
	Plan Teacher/Leader PD	Spring/Summer 2018	DCSI/Campus Principal	ESC PD catalog, Deloitte, Principal Academy,Monthly Acct.mtgs	Weekly PLC calendar in place for 2018-19		Select	
	Establish Systems/PLC Procedure/Protocol	Spring/Summer 2018	DCSI/Campus Principal	Training materials'ESC support	Format/schedule in place for weekly PLC 2018-19		Select	
Intermediate: *(Implementation)*	Attend Teacher/Leader PD	Summer 2018-Spring 2019	DCSI/Campus Principal/Teachers	ESC PD training; Deloitte; sign in sheet	Info obtained used in planning 2018-19		Select	
	Schedule Contracted Services	Summer 2018-Spring 2019	DCSI/Campus Principal	ESC catalog; STAAR reports to show specific content needs	Opportunities for PD in place for 2018-19		Select	
	Conduct Weekly PLC	Fall 2018-Spring 2019	DCSI/Campus Principal/Teachers	Student assessment reports; walk-through obs	Tier 1 instr.improved as evidenced by st. assessments.		Select	
	Conduct Weekly Observation, Coaching, Feedback Sessions	Fall 2018-Spring 2019	DCSI/Campus Principal/Teachers	T-Tess; student assessment data;master schedule	Tier 1 instr.improved as evidenced by st. assessments.		Select	
	Update Board Monthly	Fall 2018-Spring 2019	DCSI/Campus Principal	student data reports;PLC agendas	Board is kept up-to-date on TIP progress		Select	
Long-Term: *(Results)*	STAAR results/Student Progress	Spring /Summer 2019	Supt/Principal/Staff	PLC info; student data info; STAAR reports	STAAR results will show Met Std. on State Accountability		Select	
	TTESS Rating Improvement	Spring /Summer 2020	Supt/Principal/Staff	Previous T-TESS report	T-TESS ratings will improve.		Select	

Organizational Structure Implementation Status:	Check in date: <enter date>	ß
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Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>

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.)*

Professional development, contracted services, and PLC time will be used to design systems and directly support improvement in curriculum alignment, assessment and student data analysis, and coaching and feedback. Professional Development for summer and fall/spring will include:
• Using the IFD to Plan Instruction
• Creating Assessments in Eduphoria
• Conducting Weekly Data Meetings
• Deloitte Courageous Principals Institute
• Teaching Students in Poverty

Lorenzo Elementary/ISD will hire an Assistant Principal for Curriculum and Instruction to oversee implementation of the plan, contracted services will be utilized to support the DCSI, Campus Principal, and teachers in regards to the Turnaround Plan components. The DCSI/Superintendent and Campus Principal/Principal for Curriculum/Instruction will monitor lesson plans, student data, and walkthrough data to determine progress of the Turnaround Plan Strategy and impact on instructional practice and student outcomes. Feedback and action planning based on observations and student data will be utilized to plan and conduct the weekly PLC and coordinate support from the district/campus and contracted services.

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)*	Plan Teacher/Leader PD	Spring/Summer 2018	DCSI/Campus Principal	ESC PD catalog, Deloitte, Principal Academy,Monthly Acct.mtgs; poverty training	Weekly PLC calendar in place for 2018-19; Tier 1 instruction improved.		Select	
	Schedule Contracted Services	Summer 2018-Spring 2019	DCSI/Campus Principal	ESC catalog; STAAR reports to show specific content needs	Opportunities to improve instruction are scheduled and in place for 2018-19		Select	
	Establish Systems/PLC Procedure/Protocol	Spring/Summer 2018	DCSI/Campus Principal	Training materials'ESC support; devlop format for PLC	Format/schedule/calendar in place for weekly PLC 2018-19		Select	
							Select	
Intermediate: *(Implementation)*	Attend Teacher/Leader PD	Summer 2018-Spring 2019	DCSI/Campus Principal/Teachers	ESC PD catalog, Deloitte, Principal Academy,Monthly Acct.mtgs	Info obtained used in improving Tier 1 instruction/planning 2018-19		Select	
	Schedule Contracted Services	Summer 2018-Spring 2019	DCSI/Campus Principal	ESC catalog; STAAR reports to show specific content needs	Tier 1 instruction increased/skills for using data to drive instr.in place		Select	
	Conduct Weekly PLC	Fall 2018-Spring 2019	DCSI/Campus Principal/Teachers	PLC schedule; student data reports;walk through info	Tier 1 instr.improved as evidenced by st. assessments.		Select	
	Conduct Weekly Observation, Coaching, Feedback Sessions	Fall 2018-Spring 2019	DCSI/Campus Principal/Teachers	Lesson plans; st.data report; master schedule	Tier 1 instr.improved as evidenced by st. assessments.		Select	
							Select	

Long-Term: *(Results)*	STAAR results/Student Progress	Spring /Summer 2019	Supt/Principal/Staff	PLC info; student data info; STAAR reports	STAAR results will show Met Std. on State Accountability		Select	
	TTESS Rating Improvement	Spring /Summer 2020	Supt/Principal/Staff	Previous T-TESS report	T-TESS ratings will improve.		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 and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

Lorenzo Elementary and ISD will use multiple methods to communicate and inform stakeholders in regards to the Turnaround Plan components and implementation. The goal will be to focus on campus, staff, and student success.
The Turnaround Plan will:
• be reviewed by teachers, staff, and approved by the LISD Board. Board Meeting minutes will be posted to reflect board approval, review, and progress of implementation of the Turnaround Plan.
• be posted on the website for parent and community review and input/feedback.
• be presented during the fall Meet the Teacher/Title I Parent Meeting.
• The Campus Principal will communicate to teachers via a weekly newsletter.
• The campus vision will be incorporated on outgoing correspondence.
• Social media pages will be used to communicate the campus vision and updates on parental involvement opportunities and student success.
• A minimum of four parental involvement events will be hosted throughout the school year.

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)*	Post Turnaround Plan to District Website	Summer 2018	DCSI	Approved TIP	TIP is on website for stakeholders to view.		Select	
	Board Approval of Turnaround Plan	Summer 2018	DCSI	Turnaround Plan; sign in of CLT mtgs;	TIP is in place for implementation		Select	
	Review Turnaround Plan with Staff	Summer/Fall 2018	DCSI/Campus Principal	TIP;STAAR 18 results	Staff is aware of plan/goals and expected outcomes.		Select	
	Update Outgoing Correspondance/Social Media with Campus Vision	Summer/Fall 2019	DCSI/Campus Principal/Staff	Elem.calendar; activities page	TIP updated on website for stakeholder review		Select	
Intermediate: *(Implementation)*	Review Turnaround Plan at Meet the Teacher Night	Fall 2018	DCSI/Campus Principal	TIP, STAAR data;	TIP info given to parents; purpose, plans discussed		Select	
	Distribute Weekly Newsletter to Staff	Fall 2018-Spring 2019	DCSI/Campus Principal	TIP progress data;st.data reports;	TIP info given to parents. Vision is communicated in all newsletters.			
	Host Parental Involvement Events (4 minimum)	Fall 2018-Spring 2019	DCSI/Campus Principal	School calendar	Established parental support		Select	
	Ongoing Updates of Socal Media	Fall 2018-Spring 2020	DCSI/Campus Principal	School calendar; school activities	Communication established for parental/community involvement		Select	

							Select	
Long-Term: *(Results)*	Successful Implemenation of Turnaround Plan	Fall 2018-Spring 2019	Supt/Principal/Staff/Parents	DCSI/Principal/AP/Staff	Elementary receives Met Standard in 3 Domains		Select	
	STAAR results/Student Progress	Spring /Summer 2019	Supt/Principal/Staff	DCSI/Principal/AP/Staff	Elementary receives Met Standard in 3 Domains		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>
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How will you allocate campus and district funds for this initiative?

Category	Amount	Description
Payroll	100,000	Asst. Principal for Curriculum and Instruction
Professional Development	15,000	Summer/Fall/Spring PD, and contracted services used to directly support TP (i.e. ESC 17 Reading Contract, Curriculum, Eduphoria, etc.)
Supplies and Materials	1,000	Supplies for weekly meetings and on-site PD
Other Operating Cost	2,000	Travel Costs for attending Deloitte, AEI, ESC 17 Conference, and other PD
Capital Outlay	15,000	New laptop computers for teachers to access curriculum and student data at home and school

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

CSF 1: Coherent Curriculum and Assessment		Consistent use of coherent scope and sequence and data driven practices to inform instructional practice.
CSF 2: Leadership Effectiveness		Implementation of coaching and feedback to drive instructional practice.
CSF 3: Teacher Quality		Embedded professional development to support improvement in effective instructional strategies.

CSF 4: Family/Community Engagement		Communication with parents and community members on turnaround process and goals and campus vision for impacting student achievement.
CSF 5: School Climate and Culture		Communication and leadership support of turnaround goals with focus on effective teaching and student learning to achieve the campus vision .