

Campus Turnaround Plan

District Name:	Corsicana Independent School District	County-District Number (CDN):	175903
Campus Name:	Ezra Carroll Elementary School	Campus Number:	175903107
Grades Served:	Pre-K - 5	Date of Board Approval:	3-Apr-17

Consecutive School Years Rated Academically Unacceptable/Improvement Required: _____

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Stephanie Howell	Principal
Marti Shaner	DCSI - Assistant Superintendent
Kim Holcomb	Assistant Superintendent for Curriculum and Instruction
Timmy Betts	Assistant Principal
Molly Corrington	Assistant Principal
Ruth Meggs	PSP

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:	Years in current role:	Last 3 roles:	Area(s) of work expertise: <small>(do not include degrees earned)</small>
Marti Shaner	DCSI (Assistant Superintendent)	9 Years	Assistant Superintendent for Curriculum and Instruction, Principal	Instructional Strategies, Special Education, Curriculum and Instruction, Campus Climate, Professional Development, Student
Stephanie Howell	Principal	2 Years	Principal	Professional Development, Student
Timmy Betts	Assistant Principal	2 Years	Classroom teacher	Student relations, PBIS, Technology Integration.
Molly Corrington	Instructional Facilitators	1 Year	Interventionist, Classroom teacher	Student relations, teacher mentoring, data collection, organizational skills.
Kim Holcomb	Assistant Superintendent	1 Year	Executive Director of student achievement, RTI director, Assistant Principal.	RTI, Classroom instruction, K - 6 ELAR, reading instruction, small-group instruction, lesson design.

Turnaround Plan Attestation Statements

<input checked="" type="checkbox"/>	By checking the box, we attest that if a new principal is hired on the campus prior to or during the implementation of the turnaround plan, the district must notify the agency immediately and ensure that the new principal will implement the commissioner approved plan.
<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). The comments must be submitted in the ISAM portal.
<input checked="" 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.

In the last ten years, beginning in 2007, Carroll Elementary has had five different principals serving two years each. The first two principals were considered to be effective. The next two were perceived to be ineffective with school morale and effective discipline declining over the four year. The current principal is proving to be effective in leading the campus through improvement by raising morale and hiring quality staff. Carroll Elementary has always been led by one principal and one assistant principal. For the 2016-17, school year, an additional assistant principal was added. Two reading specialists have historically been the norm for Carroll. Around 2008 (one year only), five - six paraprofessionals were designated as interventionists to rotate through grade levels simultaneously. In 2012, one of the two reading specialists was designated as a math interventionist. In 2015, four RTI interventionist specialists were designated for this campus. Beginning in 2007, for three years, Carroll received Recognized status. The fourth year of ineffective leadership in 2014, Carroll saw a status of Improvement Required and 2015 also ended with IR even though goals were close to being met. Carroll Elementary is housed between two low-income housing projects. The demographics have seen a change in 10 years. In 2007, a student count of 723 was recorded. There were 33.3% AA, 55.9% Hispanic (with 36.9% LEP), 10.2% White and 12.6% Special Education and ECD at 96.1%. In 2015 the student count was 757 with 28.4% AA, 59.2% Hispanic (with 49.3% LEP), 9% white and 7.3 Special Education and ECD at 95%. Currently, our student count is 702 with 61% Hispanic, 27% AA and 8% white with 10.7% special education. In 2007, grade 2

Needs Summary and Turnaround Plan

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

At both campuses, Tier I lesson planning, delivery of instruction and alignment has not been to the level of rigor needed.

Turnaround Initiative: Describe your systemic approach for turning around the campus.	Impacted Critical Success Factors (CSFs):
A formal district calibration plan will be implemented for the 2017-18 school year. This will include collaboration with the curriculum and instruction department and grade level teams on a consistent schedule for all four core subject areas. In coordination with this plan, Carroll Elementary will conduct nine-week PLCs to review data, calibration of lessons and its impact on instruction. We will also continue data disaggregation meetings with all grade levels during PLC sessions. A structured	<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

RTI program will continue that provides individualized and prescriptive instruction for struggling learners. Data folders and data rooms will be utilized to track student performance. The district will provide additional professional development on small group lesson design and delivery as well follow

<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

Outcome: Describe how the turnaround initiative will resolve the identified systemic root cause.

As all of the turnaround initiative strategies are fully implemented and become part of the campus culture, the systemic root cause will not exist. Therefore, student achievement will increase and goals will be met.

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

The district will provide the campuses with priority access to personnel applications. RTI processes and procedures will continue across the district. District expectation of supplemental phonics program, guided reading during the ELAR block, Fundamental Five, reading and math fluency monitoring and district lesson planning template will continue. All campuses within the district, will be required to complete data disaggregation, vertical planning meetings, PLCs, calibration and explicit lesson planning to ensure that all mobile students within the district receive the benefits of systems that are currently in place on the Carroll and Navarro campuses. The district/campuses will continue to provide targeted professional development as needed. Scheduled walkthroughs are a part of the systems put in place.

Communications: How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?

The campus Leadership Team will work collaboratively to share the vision as outlined. Data disaggregation, RTI and PLC meetings give staff the opportunity to share and ensure that the vision is understood and fully implemented. Data folders are shared during the parent/guardian conferences to communicate individual students academic strengths and weaknesses. District letters are sent to individual parents/guardians following RTI review meetings that communicate the student's individualized academic support plan. The district web pages include information concerning campuses and their activities to improve student achievement. General information nights for parents/guardians are held for understanding the systems within the campus.

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?

It is felt that there are no apparent barriers to the plan as staff and community have embraced the initiatives that are now in place. However, the campuses have experienced a high rate of turnover and continued trainings and support are needed to ensure that all staff members are at the level needed to meet the initiatives that are in place. Leadership teams, grade-level teams and assigned shared responsibilities empower staff to initiate changes when needed. Mentors and mentee responsibilities can and do adjust as data indicates changes are needed. The district and campus administration work diligently at ensuring that staff feels empowered to meet the needs of their students and campus.

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.)

The district is restructuring campuses for the 2017-18 school year. Carroll Elementary will go from a Pre-K- 5 to a K - 4. Navarro Elementary will go from a K - 5 campus to a K-4. The number of personnel will be aligned with student enrollment. Even though the campus student counts will be reduced by this restructuring, the number of interventionists serving these campuses will remain the same in order to support the campus initiatives.

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

Category	Amount	Description
Payroll	\$62,000	Instructional facilitator
Professional Development	\$19,175.00	Inclusion and positive behavior support, professional development as driven by instructional needs.
Supplies and Materials	\$15,000.00	Materials to support the implementation of the Improvement Plan strategies and the Data Center.
Other Operating Cost	\$1,200.00	Student experiences. (Example: Academic Instructional Field Trips).
Capital Outlay	N/A	

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

<Enter Text>

Turnaround Initiative: Describe your systemic approach for turning around the campus.

<Enter Text>

Impacted Critical Success Factors (CSFs):

- CSF 1 - Academic Performance (Curriculum & Instruction)
- CSF 2 - Quality Data to Drive Instruction
- CSF 3 - Leadership Effectiveness
- CSF 4 - Increased Learning Time
- CSF 5 - Family/Community Engagement
- CSF 6 - School Climate
- CSF 7 - Teacher Quality

Outcome: Describe how the turnaround initiative will resolve the identified systemic root cause.

<Enter Text>

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

<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?

<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?

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<Enter Text>

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