

Campus Turnaround Plan

District Name:	Corsicana Independent School District	County-District Number (CDN):	175903
	Jose Antonio Navarro Elementary	Campus Number:	175903102
Grades Served:	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:
Lauren Hodge	Principal
Jennifer Farmer	Assistant Principal
Marti Shaner	Assistant Superintendent of Learner Support (DCSI)
Kim Holcomb	Assistant Superintendent of Curriculum and Instruction
Lauren Hammett	Director of Elementary ELA and Math
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>
Lauren Hodge	Principal	2	Principal, Assistant Principal, Grade Level Teacher	Campus improvement, Curriculum and Instruction Management, Learning Building
Jennifer Farmer	Instructional Facilitator	1	Assistant Superintendent for Instructional Strategies	Instructional Strategies, Special Education, Response to Intervention, Staff Instruction, K-6 ELAR, Reading Instruction, Small group
Marti Shaner	Assistant Superintendent	9	Executive Director of Student Achievement, PTL Director	
Kim Holcomb	Assistant Superintendent	1		
Lauren Hammett	Director of Elementary ELA and Math	1	Instructional Coordinator of ELA and Social Studies K - 5. Coordinator of K - 2 Reading, Campus Reading Specialist.	Master Reading Teacher, Reading Recovery Certified, Guided Reading and small group instruction, delivery of professional development and instructional resources,

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.

Jose Antonio Navarro Elementary opened in the fall of 1999 when Corsicana ISD decided to build a new elementary school and combine two of its oldest buildings, Lee and Travis Elementaries, into the new facility. The newly-created school began as a kindergarten through fourth grade campus with approximately 800 students and expanded through fifth grade the following school year. Over time, the student enrollment has declined to 600 students, but even with the decrease in student population, the attendance rate has stayed at 96% with a slight yearly variance. The campus composition has transformed since its opening. Navarro's student population reflects the following shifts in demographics. The African American population has grown from

Needs Summary and Turnaround Plan

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

Tier 1 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):
District callibration plan will be implemented for the 2017-2018 school year. This will include collaboration with the curriculum and instruction department and grade level teams on a consistent schedule for all four subject areas. In coordination with this plan, Navarro Elementary will conduct	<input checked="" type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction)
	<input checked="" type="checkbox"/> CSF 2 - Quality Data to Drive Instruction

schedule for all four subject areas. In coordination with this plan, Navarro Elementary will conduct nine week vertical PLC meetings 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. We will continue a structured RTI program that provides individualized and prescriptive instruction for struggling learners. We will continue to utilize data folders and data rooms to track individual student performance. The district will provide additional professional development on small group lesson

<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

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, then 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 our campus priority access to personnel applications. RTI processes will continue across the district. District expectations of supplemental phonics program, guided reading during the ELAR block, Fundamental 5, 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, calibrations, and explicit lesson planning to ensure all mobile students receive the benefits of all systems that are currently in place on the Carroll and Navarro campuses. The district/campuses will continue to provide targeted professional development.

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 parent/guardians following RTI review meetings that communicate the student's individualized academic support plan. The district webpages 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 campuses.

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 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 2017-2018 school year. Navarro will go from a Kindergarten-5th grade campus to a Kindergarten-4th grade campus. 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 this campus 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	\$89,302.00	Additional Interventionists and ESL Facilitator
Professional Development	\$21,245.00	Inclusion and Positive Behavior Supports, professional development as guided by instructional needs.
Supplies and Materials	\$15,000.00	Funds available to support turnaround initiatives and strategies in improvement plan.
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?

<Enter Text>

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.)

<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		