

## Campus Turnaround Plan

<b>District Name:</b>	Crystal City Independent School District	<b>County-District Campus Number (CDCN):</b>	254901106
<b>Campus Name:</b>	Lorenzo De Zavala Elementary School	<b>Grades Served:</b>	2nd - 4th

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Yolanda Luna	Principal
Robert L. Garza Jr.	Assistant Principal
Erica Cuellar	Instructional Coach
Irma Martinez	DCSI
Blas A. Martinez	PSP
Sergio Zamora	Teacher
Lizette Guerrero	Teacher
Rosemary Gomez	Teacher
Jose Bermea	Teacher
Rebecca Isquierdo	Teacher
Gina Sendejo	Teacher
Kashley Montalvo	Teacher
Melissa Cervantes	Teacher
Ashley Longoria	Teacher
Jackie Alvarez	Parent
Selina Tovar	Parent
Irma Jimenez	Business Representative
Beatriz Castillo	Business Representative

### 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:
Yolanda Luna	Principal
Robert Garza	Assistant Principal
Erica Cuellar	Instructional Coach

### 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.

The campus has experienced high administrator turnover with four principals in the last five years and a teacher turnover rate of 30% yearly for the last three years. As a result, there has been dysfunction due to inexperienced leadership and poor staff relationships. Collaborations have been limited and practices that build collegiality have not been in place and this has resulted in teachers working in isolation without the benefit of administrative support. As a consequence, data analysis and instructional planning has not been systematic; therefore, student performance has not been impacted to the expected levels to meet standards. The turbulence of the campus has overshadowed the necessary work that must occur to improve teacher quality and impact student performance to close the instructional gaps.

**Include the campus vision.**

The vision of Lorenzo De Zavala Elementary School is Believe. Commit. Succeed.

**Needs Summary and Turnaround Plan**

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

STAAR performance data for the campus indicated a lack of alignment between grade level rigor and classroom instruction. Inconsistent targets on individual student differentiation and learning gaps resulted in minimal gains and equitable achievement for all demographic groups. Delivery of instruction lacked consistent focus on the rigor of grade level student expectations. Lack of differentiated lessons, monitoring, coaching, and providing timely feedback resulted in a lack of alignment and rigor in the classroom instruction.

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

Teachers and staff are receiving focused and targeted staff development on the following: Lesson design and implementation of purposeful planning and differentiated instruction to address the various levels. PLCs will be structured to operate systematically with a focus on student performance, which will include high level questioning, student engagement, lesson delivery, assessment data analysis, intervention and other reflective topics as needed. Campus administration will develop a structured monitoring system to align and strengthen instruction by conducting walkthroughs, timely feedback, lesson plan audits, collecting PLC agendas and sign-ins, 6 weeks progress monitoring documentation, and Professional development follow through and set expectations.

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

By creating a structured monitoring system to align and strengthen instruction, teachers will be held accountable for the delivery of their instruction. They will also be able to better meet the needs of the students by focusing a data driven instructional program designed to focus on student engagement, lesson delivery, and interventions. Administrators will be accountable for monitoring, providing timely feedback, and coaching.

**Annual Goals:** to be completed upon receipt of 2018 preliminary rating

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

District and Campus administrations need to develop and implement a structured monitoring system that will result in an aligned and rigorous curriculum. The district needs to review and revise its curriculum documents to provide the campus a structured instructional program that is aligned vertically.

**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 <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Review and revise curriculum documents	June to August 2018	Instructional Coach				Select	
	Review lesson planning process	June to August 2018	Principal				Select	
	Develop a plan of action to conduct classroom observations on a daily basis	June to August 2018	Principal				Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Conduct lesson plan audits on a weekly basis	September 2018 to May 2019	Administrative Team				Select	
	Structure PLC's to ensure that teachers use student data in planning their lessons	September 2018 to May 2019	Administrative Team				Select	
	Instructional Coach will support teachers with instructional strategies, resources, and professional development to enhance lesson delivery.	September 2018 to May 2019	Instructional Coach				Select	
	Utilizing the district curriculum documents, teachers will implement differentiated activities and/or instructional strategies.	September 2018 to May 2019	Instructional Coach				Select	
<b>Long-Term:</b> <i>(Results)</i>	Lesson delivery will be based on student data in order to meet the diverse needs of all students thus ensuring student success.	September 2018 to May 2019	Administrative Team				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 Leadership Team (CLT), which is comprised of teachers and administrators, will meet monthly to collaborate on all school improvement efforts and discuss any issues that may be impeding student success. The campus administrative team will schedule monthly staff meetings to review the progress and status of the improvement plan to ensure that the activities are being implemented with fidelity. These monthly staff meetings will also serve to ensure that all staff members are informed and participating in the decision-making process. The Superintendent will visit the campus on a weekly basis to ensure that resources are being properly targeted to support the turnaround initiative as well as to coach and support the campus principal. The campus administrative team will block out time during each day to monitor instruction with minimal interruptions. The campus principal will review and revise the roles and responsibilities of the campus administrative team and teacher team leaders. The team leads will facilitate the Professional Learning Communities (PLC's) on a weekly basis thus ensuring collaboration, a shared belief system, and operational flexibility to enhance teacher and student performance.

**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	Activity <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Develop a calendar for all campus staff meetings	July to August 2018	Principal				Select	
	Develop a weekly schedule for campus administrative team	July to August 2018	Principal				Select	
	Provide training to team leads on how to conduct PLC meetings	August 2018	Instructional Coach				Select	
	Revise campus roles and responsibilities	July to August 2018	Principal				Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Create agendas for all campus staff meetings.	September 2018 to May 2019	Principal				Select	
	Conduct teacher classroom observations / walkthroughs	September 2018 to May 2019	Administrative Team				Select	
	Monitor PLC meetings	September 2018 to May 2019	Administrative Team				Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Staff will be empowered to promote and implement the turnaround initiative.	September 2018 to May 2019	Administrative Team				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 Administrative Team needs to train/cross-train office staff to implement effective office procedures, train/cross train instructional aides to assist with the processes and procedures around data collection, the implementation of instructional strategies and / or programs, and behavioral intervention supports. The Instructional Coach and the CLT will be responsible for facilitating data analysis and making connections between quality data and quality instruction/intervention. Additionally, this team will need professional development on effective team building strategies, constructive coaching conversations, and conducting effective data analysis. The District will provide support for the effective implementation and monitoring of the turnaround initiative and allocate the funds necessary to ensure that LDZ turnaround plan has the impact on improved climate & culture, and improved teacher and student performance.

**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>	Develop the training program for office staff and instructional aides.	July to August 2018	Administrative Team				Select	
	Conduct campus data analysis and needs assessment	August 2018	Administrative Team				Select	
	Professional development for teachers on coaching, use of data, and team building.	August 2018	Instructional Coach				Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Conduct classroom observations / walkthroughs	September 2018 to May 2019	Administrative Team				Select	
	Monitor PLC meetings	September 2018 to May 2019	Administrative Team				Select	
							Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Staff will be empowered to promote and implement the turnaround initiative.	September 2018 to May 2019	Administrative Team				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?*

LDZ will have a stakeholders' meeting to highlight the newly adopted initiative and outline the processes and procedures that are in place to support the successful implementation of the initiative. Progress in the implementation and monitoring of the turnaround plan will be communicated to stakeholders on a quarterly basis via campus newsletter, campus webpage, social media, and family engagement nights.

**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 <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Prepare for stakeholder's meeting	July to August 2018	Principal				Select	
	Assign roles and responsibilities to disseminate information	August 2018	Principal				Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Schedule and conduct stakeholders' meeting	August 2018	Principal				Select	
	Create the newsletter as well as update social media sites	September 2018 to May 2019	Administrative Team				Select	
	Plan and schedule family engagement night agendas	September 2018 to May 2019	Principal				Select	
<b>Long-Term:</b> <i>(Results)</i>	All stakeholders' will be informed of all the campus initiatives and activities thus ensuring an environment that is safe and conducive to meeting the diverse needs of all students	September 2018 to May 2019	Principal				Select	
							Select	

<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
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**How will you allocate campus and district funds for this initiative?**

<b>Category</b>	<b>Amount</b>	<b>Description</b>
Payroll	7,100.00	Extra duty pay for tutorials, extra duty for planning and staff development
Professional Development	20,000.00	Cost for contracted services to pay consultants.
Supplies and Materials	20,000.00	Instructional resources and materials needed to supplement and implement the lessons
Other Operating Cost	7,000.00	Travel costs for staff development (per diem, hotel, mileage)
Capital Outlay	0	

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

<b>CSF 1: Coherent Curriculum and Assessment</b>	In the Process and Procedures section the campus is creating a monitoring system that will result in an aligned and rigorous curriculum.
<b>CSF 2: Leadership Effectiveness</b>	In the organizational Structures, the superintendent will meet weekly with the principal to support the campus principal and campus leadership team.
<b>CSF 3: Teacher Quality</b>	In the Capacity and Resources section, the professional development for teachers will address coaching, content knowledge, differentiated instruction, use of data, and team building.
<b>CSF 4: Family/Community Engagement</b>	In the Communications Resources, the campus will communicate the plan to all stakeholders on a quarterly basis via campus newsletter, social media, and family engagement nights.
<b>CSF 5: School Climate and Culture</b>	In the Capacity and Resources section, the staff will be empowered to promote and implement the turnaround initiative. Team building activities will be planned promote collegiality and interpersonal relationships.