

Campus Turnaround Plan

District Name:	Crowley ISD	County-District Number (CDN):	220912
Campus Name:	J.A. Hargrave	Campus Number:	109
Grades Served:	Pre-K-4	Date of Board Approval:	28-Jan-18
Consecutive School Years Rated Academically Unacceptable/Improvement Required:			2nd Year IR

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Kimberly Sherfield	Principal
Amber Gillihan	Assistant Principal
Jana Godkin	Instructional Specialist
Charmaine Campbell	Instructional Coach
Shelly Buckner	Special Education Teacher
Jennifer MacMurray	Teacher
Mallory Sargent	Teacher
Carol Ann Klein	Teacher

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: (do not include degrees earned)
Kimberly Sherfield	Principal	6 months(joined the campus in late January 2017.	Principal 10.5 years, Assistant Principal secondary level .5 years, and Instructional Coach	Elementary Education-Reading, Math, Science and Social studies.
Amber Gillihan	Assistant Principal	2nd year	Teacher-8 years	Elementary Education-3rd grade Math and Science/Kindergarten
Keeli Garza	Counselor	3rd year	Teacher-8 years/Daycare Lead Teacher	High school social studies/Daycare Lead Teacher
Jana Godkin	Instructional Specialist	2nd year	Teacher	4th Grade reading, Self-contained, and Math
Charmaine Campbell	Instructional Coach	1st year	Teacher	3rd and 2nd Grade self-contained, math, and science.

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 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 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.

J.A. Hargrave has failed to make adequate progress on the STAAR Assessments for the past two years. The data according to TEA's TARP 2017 report is found in the chart below.

	2015-2016	2016-2017
Reading	61%	55%
Writing	51%	46%
Math	52 %	59%

The campus met Indexes 3 and 4 in 2015-2016 and in 2016-2017 the campus met indexes 2 and 4 unfortunately index 3 was missed by 2 points. A new principal was assigned February of 2017 school year, the campus was already identified as Improvement Required. There was a new Assistant Principal assigned at the start of the 2016-2017 school year. Overall, there's been 5 Principals assigned to the campus and at least 6 Assistant Principals since the campus has opened. In 2016-2017, 11 teachers were new to the campus and 6 of them were new to the teaching profession. In addition, 6 teachers were reassigned to a new grade level and/or content area. At the time, there was a Reading Specialist that focused upon the campus ELAR instruction and a growing Dyslexia population. She was a teacher that was promoted from within the campus and she served five years in the position. The Instructional math specialist was in her first year in the position and she was also a teacher that was promoted from within the campus. Currently, the Instructional math specialist is in her 2nd year. Prior to the start of the 2017-2018 school year, A new Instructional coach was hired, she is serving in her first year in this role. These significant personnel changes over the course of two years resulted in inconsistency in quality instruction and negatively impacted the unity of purpose among the staff.

Needs Summary and Turnaround Plan

We are located in Fort Worth and serve residents of Crowley and Fort Worth. The mobility rate of our students on our campus has been an average of 20% over the last 3-4 years. Over the past 3-4 years there has also been an increase of staff mobility. The campus has had changes in leadership as well. There has been 5 Principals in the past 14 years. The current principal was placed on campus in late January of 2017. She is in her 11th year of Administration. During her Administrative career she has been a Principal of 2 Improvement required campuses in which both schools met their Accountability target. The school serves a 58% Economically disadvantaged population, in which This produced a trend of Inconsistency with Instructional delivery and re-establishing the culture and systems in the building each year. Our bilingual population continues to grow. This is the third year for J.A. Hargrave Elementary to have a bilingual program. We currently have a Pre-K/K bridge and 1st/2nd grade bridge. The student enrollment has decreased from the 2016-2017 school year. According to STAAR data, there is an overall achievement gap across 3rd and 4th in reading and math between the White Student group compared to the African American, Hispanic, Economically Disadvantage, Limited English Proficient (LEP), At Risk, and Special Education Student Groups.

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

<The Turnaround initiative will focus on strengthening systems on the campus that will improve instructional delivery and increase student engagement to support improved student academic performance. We will develop a lesson plan framework that will help teachers consistently align instruction with the Texas Student Expectations and . Additionally, the Turnaround initiative will target project based strategies to enhance student engagement amongst all sub-population groups and address the social skills of the students. In order to impel meaningful change, J.A. Hargrave Elementary School will implement AVID school-wide because when given a system of rigorous curriculum and strategic support, students can be academically successful. In addition, the campus will incorporate components of project based learning. It is proven that a well-designed project based learning design will result in deeper learning and more engaged self-directed learners. This approach will energize all of the staff and students by engaging them in real world applications, interdisciplinary problem based learning that will transform campus culture and instruction. To achieve this goal, the campus will change the systems and structures that will ensure campus wide implementation of a new methodology for teaching. The primary instructional processes that will change teaching are: 1) professional development in culturally relevant instructional strategies 2) collaborative planning for a new instructional framework which will be conducted in Professional Learning Communities and 3) an observation and feedback/coaching model that is designed to encourage continuous improvement, and to build the instructional capacity with the teachers. The Professional development opportunities will include clear expectations and robust monitoring of classroom implementation through goal setting and coaching. The strategic focus upon these initiatives will strengthen instruction to ensure that rigorous instruction is consistently in place. As a true AVID campus the teachers will be required to receive on-going support and training to effectively implement the AVID strategies. There will be external support in place to conduct this training. The building wide AVID team will work to engage students, parents and community members.

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.*

As a campus, this initiative will result in the revitalization of a new campus vision: To embrace change to create lifelong scholars and leaders in a collaborative and growth mindset learning community. The Turnaround initiative will guide us to develop real world problem solvers that are prepared for life. It is imperative that we build teacher capacity to retain effective teachers. Therefore, the targeted professional development, coaching cycle, collaborative planning and a robust monitoring system, teachers will increase their instructional capacity to design and deliver effective and engaging lessons to improve student achievement. This process will also provide a common language for the instructional systems on our campus. By developing systems and teachers we will improve the climate of the school and culture. We will shift the mindsets of our staff to a growth mindset and the belief that all students can learn.

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

The process will begin with setting up our planning systems to support effective lesson planning, data analysis systems, and effective collaboration. This will involve modifying our Lesson plan framework and planning process to ensure that teachers target effective strategies for all students. Once the framework is adjusted, we will begin incorporating professional development that will support the effective implementation of AVID strategies and Project based learning. The instructional leaders in conjunction with the District level team, will provide the following processes related to the initiative for improving teacher instructional capacity:

- Develop processes for increasing teacher capacity in development of highly engaging learning experiences which are aligned with the tested curriculum
- Outline and implement a coaching cycle to promote teacher growth and transference of effective AVID instruction/Project Based activities to their classroom
- Develop a professional development plan to demonstrate how to embed AVID learning experiences within the curriculum
- Train and assist in creating meaningful family and community engagement activities
- Revised instructional processes for collaborative planning within PLCs and including protocols for: framework for lesson design and inquiry, creating and analyzing assessments, and observation and feedback will be completed to ensure that actions related to these processes are clearly delineated
- Ongoing training for administrators and instructional specialist to enhance their skill sets to guide the instructional processes
- Align campus coaching cycle with a more robust coaching process
- Involvement of key stakeholders in reviewing the initiative's key actions and impact on student achievement

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

It is imperative that we have successful two-way communication about the plan to receive on-going feedback from our stakeholders. The communication with the staff, parents, and communication will be completed through participation in the three key instructional processes: 1) professional development, 2) collaborative planning in PLCs, and 3) coaching, observation and feedback activities. Further, walkthroughs and targeted observations with structured and timely individual teacher feedback will ensure effective coaching and support to teachers. Opportunities for staff feedback to the District liaison and PSP will also be established. Additionally, the principal will review the progress of the initiative with parents and the SBDM committee and the community throughout the school year. Through effective and timely feedback we can monitor the effective implementation.

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 following structures need to be completed to ensure the three instructional processes will build teacher capacity (1 . Professional development, 2. Collaborative planning, 3. Coaching, observation and feedback) will be implemented:

- The leadership team will develop the master calendar and schedule to provide sufficient time for the implementation of the instructional processes (weekly collaborative planning, extended planning, data analysis, interventions, professional development, coaching)
- Administration and the coaches will create an extensive professional development plan to align the components of AVID/PBL with the campus instructional processes for improving reading/writing, mathematics, and science
- The leadership team will provide the timelines for the coaching cycle: observations, feedback, demonstrations, co-teaching, etc.
- The leadership team with the assistance of the AVID external support will develop an implementation plan for the development of AVID education on the 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 staff involved in the mandatory implementation of this plan entail a variety of instructional leaders and they will ensure fidelity with the initiative. The following members are the Principal, Assistant principal, and reading, math and instructional Specialist. There should be an Instructional coach to oversee interventions. There should be additional District support provided through the provision of the framework for the lesson design and inquiry framework, continuing professional development in district academic initiatives (reading, math, engaging instruction, etc.) and the administrative support from the AVID district liaison. The costs associated with the district support and other resources required for this initiative will be incurred in the normal central office and campus budgets.

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		

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

The systemic root cause for J.A. Hargrave is the inconsistent implementation of processes that support student achievement. There's been inconsistency with various staff that has led to loose structures. The teachers have struggled with planning with the end in mind. There's a disconnect with the TEKS and the lack of understanding the specificity of the TEKS. This campus has a large population of teachers that have a limited range of teaching experience. Therefore, there is a need to provide targeted professional development in the area of lesson planning, data analysis, and rigor. In addition, there's a need to create lesson that engage all students.

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

<Enter Text>

Impacted Critical Success Factors (CSFs):

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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?*

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

We will post our plan on the district Website and in the form of a 2nd Parent Forum in conjunction with our Literacy Night.

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>

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Professional Development		
Supplies and Materials		
Other Operating Cost		
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