

Irving Elementary Proposed Turnaround Plan – School Improvement Method

Cleburne Independent School District

Revised February 10, 2020

Campus Information

District Name:	Superintendent:	DCSI:	Board President:
Cleburne ISD	Dr. Kyle Heath	Dr. Chris Jackson	John Finnell
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Irving Elementary	126903104	Sherqueena Jackson	Dr. Kristi Rhone
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	08-10-2019	Melissa Sulak	February 17, 2020

Outcomes for Critical ESF Levers

Level 1.1 – Develop campus instructional leaders with clear roles and responsibilities.

At full implementation, the campus administrative team will have clear and well-defined roles and responsibilities for instructional leadership. These will be reviewed at the beginning of each year and will be translated into weekly action plans that align to an overall yearly calendar. All staff members will receive clear communication of the roles and responsibilities of the administrative team, instructional specialists, and other key campus personnel. Calendar events of all meeting dates and focus areas for weekly instructional leadership meetings are determined and scheduled at the beginning of year each with a focus on curricular alignment, embedded professional development, common formative assessments, data review and analysis, and prescription and timely interventions for students who demonstrate deficiencies. Additionally, each grade level will assign roles and create norms for the PLC, and all teachers will be formally trained in the PLC process. Grade level leaders will be responsible for facilitating high-quality PLC meetings with clear agendas aligned to data-driven instruction, instructional best practices, lesson plan creation, modeling lessons, and embedded professional development. The principal will coordinate with the instructional coaches and district curriculum team to ensure that job-embedded professional development through the PLCs is aligned to the adopted best-practices and resources provided by the district. As a result of these actions, teachers and administrators will have greater clarity on their roles and responsibilities and the impact each individual has on progressing toward their identified goals throughout the year. The execution of these clearly defined roles and responsibilities will become part of the administrative team’s evaluation along with campus survey feedback on the clarity and adherence to these roles and responsibilities.

Level 2.1 – Recruit, select, assign, induct and retain a full staff of highly qualified educators.

At full implementation, Cleburne ISD will ensure we have strong recruitment practices in place at Irving Elementary, with particular emphasis on attracting strong bilingual candidates. Strategies for recruitment will include attending college and teacher fairs, and actively seeking referrals from local teacher preparation programs. At the campus level, the administrative team will have a selection process aligned to the research base of identifying high-quality teaching candidates. This will include creating a structured interview protocol and submitting sample lesson plans. Interview questions will be aligned to the campus core values derived from the mission and vision statements. Student achievement data, with particular focus on year-to-year student growth, will be

examined to determine best-fit teacher assignments on the campus. The highest performing teachers will be identified as mentor teachers for new teachers and teachers in need of further growth and development. Mentor teachers will engage in differentiated coaching with developing teachers, focusing on targeted and prescriptive areas for professional growth. Teacher leaders will be placed in leadership roles, such as grade level chairs, in order to build their leadership skills and recognize them for their success. All teachers at Irving will be trained in the district's "Values of Excellence" to ensure professional team dynamics focused on student achievement and adopt team norms and protocols that ensure collective accountability to these core beliefs. Additionally, the district will identify high-performing and teacher-certified substitutes, giving them priority appointments at Irving Elementary, to ensure high-quality instruction continues when regular teachers are absent from the classroom.

Lever 3.1 – Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

At full implementation, all stakeholders at Irving Elementary (including students, parents, community members, and teachers) will be engaged in the review, and if needed, modification of the school's mission, vision, and core values to ensure alignment to college and career readiness. These items will be displayed throughout the campus, and will be the principle focus of day-to-day decision making by teachers and administration. All stakeholders at the school will be able to not only speak to the mission, values, and vision of the school, but carry it out in each of the defined roles and responsibilities. Using the CKH and research-based positive behavior student support protocols, such as PBIS, students and staff will interact respectfully and affirmatively at all times and lead to improved high academic expectations. The leadership team and teachers will be able to communicate high academic expectation to the students and parents, and practice shared accountability to these principles with each other. Consistent monitoring of students toward these behavioral and academic expectations throughout the school year will help set a positive campus culture. Students, using self-created social contracts, will help remind each other of these high expectations in both shared spaces and in the classrooms. Classroom walkthroughs, incorporating positive behavior rubrics, by the leadership team will help reinforce and provide feedback to teachers as they implement these expectations in the classroom. We will continue our practice of collecting culture data through surveys to measure progress toward this goal and make adjustments as needed. Irving Elementary will have a positive and inclusive culture, and high expectations will be held high for our staff and students.

Lever 4.1 – Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

At full implementation, teachers at Irving Elementary will be able to effectively and fluently implement the district TEKS-aligned scope and sequence for each core content area. This high degree of alignment between curriculum, instruction, and assessment will be evidenced by a strong calendar timeline that includes common formative assessments, TEKS, instructional resources, plans for differentiation, and time for corrective instruction for students missing key standards. Each unit of study will consist of essential questions, key ideas, and selected resources. All teachers will engage in backward planning for each six weeks, submitting their CFA to the principal prior to developing lesson plans. These CFAs will be aligned to the rigor of STAAR and will be developed and administered for each unit of study as identified in the district scope and sequence timeline. Mastery for each student on every assessed standard will be tracked for each assessment, and interventions will be designated for students who did not demonstrate mastery. Standard-level data tracking will be implemented for each student in STAAR tested grade levels, and this data will be reviewed with parents and students during designated conferences. The district will also implement focused professional development to unpack grade-level TEKS with teachers and identify resources and differentiated instructional practices that align to each standard. Particular focus will be given to teachers on how to best support English–language learners and students with disabilities in their mastery of grade-level standards. The instructional calendar for each grade level will allow for regularly scheduled content planning days to organize upcoming instructional units and materials. The campus leadership team will be responsible for ensuring the quality of these planning sessions, giving feedback during the design and delivery process through walkthroughs and PLC meetings, and providing job-embedded training linked to high-quality curricular resources in all core subjects.

Lever 5.1 – Objective-driven daily lesson plans with formative assessments.

At full implementation, teachers at Irving Elementary will be submitting weekly lesson plans at least one week in advance, and only after the common formative assessment for the content unit has been developed. Teachers will work collaboratively with their grade level team in developing their lesson plans and ensure these lesson plans are written with student-friendly content objectives. These daily lesson plans will include clear objectives, opening activities, and adequate time allotment to allow for differentiated instruction to meet the needs of English learners and students with disabilities. The alignment to the scope and sequence (Essential Action 4.1) should be clear and evident in the submitted lesson plans. The leadership team’s responsibility is to audit these plans to ensure curriculum align and provide appropriate and timely feedback to the teachers. The agreed upon template will both include all the required elements of the district – student-friendly objective, new academic vocabulary, formative checks for understanding, and questioning stems based on the content – and be in a format that is actionable to the teacher in the classroom. The leadership team will calibrate their evaluations of the lesson plans, and provide 2-3 pieces of specific and usable feedback to teachers. The effectiveness of lesson plans will be reviewed during PLC meetings based on the data collected from the common formative assessments. The PLCs will be responsible for identifying effective lesson plans, and sharing those plans with colleagues as exemplars for collaborative professional growth.

Lever 5.3 – Data-driven instruction.

At full implementation, the campus instructional leadership team will review disaggregated standards-based data to track and monitor the progress of all students, with particular focus on students with disabilities and English learners, and provide evidence-based feedback to teachers. Using the curriculum calendar planned in Essential Action 4.1, PLCs will engage in unpacking the TEKS taught in each unit to ensure proper alignment of the delivered instruction and the data they are collecting through assessment. Teachers will analyze instructional student performance data from these assessments, individually and in PLCs, and identify trends in student misconceptions, determine the underlying causes as to why students may not have learned the concept, create plans to reteach, and make plans for prescriptive interventions for struggling students. Teacher teams would have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about common formative assessment student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Student progress toward measurable goals, such as the percentage of the class and individual student mastering of objectives, is visible in each and every classroom and throughout the school to foster student ownership and goal setting. The campus leadership team, operating through their clear roles and responsibilities identified in Essential Action 1.1, will provide coaching and feedback to the PLCs to ensure fidelity to the data-driven instructional process.

District Commitment Theory of Action

If the district provides ongoing coaching and professional development for the campus leadership team within the framework of the foundational Essential Actions, especially 4.1, 5.1 and 5.3, and supports with the principal and leadership team by providing the necessary resources to ensure alignment of instructional leadership roles and responsibilities, joining in partnership with the leadership team to build systemic capacity, crafting a research-based hiring process to identify and select high-quality candidates, leveraging the resources within the district’s curriculum department to ensure they are able to provide the necessary tools and resources for instruction, then the campus will be able to further clarify the roles and responsibilities of the leadership team members, build a data-driven school culture operating within the context of their mission, vision and values, and ensure teachers are using high-quality lesson plans centered around student learning objectives.

System and Capacity Building

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
<p>Irving Elementary will increase the capacity of the instructional leadership team and teachers to fully implement data-driven instructional practices, both in foundational grades and STAAR-test grades and subjects. This will include providing professional development on data-driven instructional practices and how those practices inform the work of the PLC. Data will be gathered through aligned and rigorous common formative assessments at least three times per year. Campus leaders will use this formative data to lead and facilitate data meetings with teachers and provide ongoing coaching for teachers in instructional areas that are identified as weaknesses from the data.</p>	<p>ESC 11 - TIL Cohort - DDI</p>	<p>2020-21</p>	<p>Year 1: Teachers and leadership team will receive professional development on data-driven instruction as well as external visits and campus coaching through the Texas Instructional Leadership model. This DDI approach is based on the protocols developed by Paul Bambrick-Santoyo in Driven by Data and Leverage Leadership. This training will use a combination of face-to-face sessions through the ESC in addition to follow-up coaching visits on campus. The campus leadership team will meet quarterly to plan, monitor, and review the implementation of data-driven instructional campus throughout the campus using the TIL feedback and coaching model.</p>	<p>5.3 - Data-driven instruction</p>
<p>Irving Elementary will implement an aligned daily lesson plan protocol that will include 1) a six-weeks overview with a targeted common formative assessment, 2) common lesson plan template to be used by all teachers, and 3) weekly review and feedback from the campus leadership team. Teachers will receive training and on-going coaching and modeling from district curriculum staff on how to use the aligned template using exemplars.</p>	<p>Internal Capacity Building Efforts</p>	<p>2020-21</p>	<p>Year 1: Teachers and leadership team will receive training on backwards-design process beginning with the creation of common formative assessments, planning of a six-weeks overview leading to the CFA, and lastly, the design of high-quality individual lessons aligned to the CFA. Curriculum specialists will follow-up with monthly check-ins and ongoing feedback and coaching through PLCs and one-to-one targeted teacher support on the lesson design process to ensure that a well-defined campus protocol has been established. At the end of each instructional cycle, the leadership team will review assessment data and discuss/implement necessary adjustments for the next cycle.</p>	<p>5.1 - Objective-driven daily lesson plans with formative assessments</p>

<p>In collaboration with ESC 11 and the TIL cohort on Student Culture and Routines, Irving Elementary will train our administrators and teacher leaders on establishing strong routines that will build a culture of high expectations across our campus. By doing so, we will strengthen and define our routines in shared spaces at key parts of the day - arrival, dismissal, recess, transitions, lunch, etc. These campus-wide routines will further build on the positive student-teacher relational expectations we have established through the Capturing Kids Hearts structure.</p>	<p>ESC 11 TIL Cohort- Student Culture and Routines</p>	<p>2020-21</p>	<p>Year 1: The TIL cohort will combine face-to-face learning and coaching and ongoing support from our ESC. Beginning in the summer, we will participate in the cohort and work with ESC 11 to create routines and procedures for the campus. These new procedures and routines will be introduced at the beginning of school to the rest of the staff so they are ready to implement the first few weeks of school. As part of the TIL cohort, we will meet at least 3 times during the year to evaluate the plan's effectiveness and make necessary adjustments. Additionally, the ESC team will visit to our campus to provide ongoing coaching and feedback on student culture.</p>	<p>3.1 - Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</p>
<p>Irving Elementary will create clear roles and responsibilities for all members of the leadership team. Our goal is to provide greater clarity to administrators, instructional specialists, and teacher leaders in how to lead their grade-levels and subject area teams. By creating clear roles and responsibilities, we will improve the focus and structure of weekly leadership team meetings to ensure we are focused on student and teacher performance data. Leadership team members will contribute to the collaboration through being accountable for their specific role and responsibilities, improving both the effectiveness and efficiency of responding to student needs.</p>	<p>Internal Capacity Building Efforts</p>	<p>2021-22</p>	<p>Year 2: The instructional leadership team will work collaboratively on clearly defining the roles and responsibilities of all administrators, content specialists, and lead teachers prior to the beginning of the school year. These specific definitions will be communicated and distributed to all teachers and staff at the beginning of the school year and revisited for necessary adjustments during the summer planning months with the intent to build capacity and mutual accountability across our campus. The principal and leadership team will receive ongoing support and coaching in creating these clear roles and responsibilities by the Assistant Superintendent of School Improvement.</p>	<p>1.1 - Develop campus instructional leaders with clear roles and responsibilities</p>

<p>Working through our leadership team, Irving Elementary will collaboratively refine our approach to hiring and retaining the best teachers. We will build teacher capacity by creating a teacher hiring committee who will help refine and implement the revised hiring protocols and interview process. The interview questions will be intentionally designed to ask probing questions aligned to best instructional practices. In coordination with our district human resources department, we will take an more active role in recruiting applicants such as attending job fairs and soliciting referrals from certification programs. The leadership team will also be tasked with identifying high-performing substitutes, building positive relationships with them, and recruiting their placement in open positions.</p>	<p>Internal Capacity Building Efforts</p>	<p>2021-22</p>	<p>Year 2: We will do most of this work internally. The leadership team will begin by clearly defining the hiring process and develop a set of researched-based interview questions designed to probe an applicant's capacity to engage in highly-effectively instructional strategies. Our leadership team will also create a tiering system of support for teachers to identify specific staff who are in need of greater instructional assistance and coaching. By providing targeted feedback and coaching, our goal is to increase teacher effectiveness, satisfaction, and retention. Finally, recruitment and substitute committees will be established and tasked with increasing the number of qualified teachers applying for open positions and recruiting highly-effective substitutes.</p>	<p>2.1 - Recruit, select, assign, induct and retain a full staff of highly qualified educators</p>
<p>District curriculum subject-area coordinators will conduct instructional data walks every six weeks at Irving Elementary, checking for alignment to the district scope and sequence, and provide feedback to the teachers through the PLCs to inform adjustments to curriculum pacing and TEKS depth of coverage. Likewise, teachers will provide feedback to district curriculum staff on issues related to pacing and depth of content. This feedback will discuss in PLCs to provide a two-way communication between teachers and curriculum coordinators on adjustments that need to be made to the scope and sequence to ensure the adequate and systemic coverage of the TEKS.</p>	<p>External Capacity Building Efforts through District Curriculum Consultant</p>	<p>2021-22</p>	<p>Year 2: Campus leadership team and district curriculum specialists will receive training from our external curriculum consultant on instructional data walks and calibrate their observations around common protocols. Through feedback, modeling lessons, and coaching to teachers centered around curriculum alignment to content (TEKS) and depth of knowledge, teachers will gain strategies to effectively pace content while cover the TEKS at a adequate depth. During PLCs, teachers and curriculum specialists will discuss necessary adjustment that may need to be made to the scope and sequence. Additionally, the leadership team will address any specific curricular sequencing and pacing issues through one-on-one coaching with individual teachers. At the end of each year, STAAR will be analyzed by TEKS to identify potential coverage gaps in the adopted scope and sequence and recommendations for adjustments will be made by the district instructional team.</p>	<p>4.1 - Curriculum and assessments aligned to TEKS with a year-long scope and sequence</p>

Critical Implementation Milestones

<u>Pre-Implementation</u>	<u>Essential Action</u>
Campus leadership team evaluates the current state of DDI across the campus and identifies areas of weakness and strength by teacher, subject, and grade. Using this information, the leadership team will plan both campus-wide and teacher-targeted training on DDI practices.	5.3
Teachers and curriculum specialists will evaluate the current state of lesson planning process and solicit feedback from teachers about what currently is working and needs improvement to make lesson planning more effective and usable in the classroom instruction.	5.1
Collect feedback from campus staff about the current campus culture and practice of common routines and procedures, and begin the planning process with ESC on the TIL cohort.	3.1
<u>Implementation Year 1</u>	<u>Essential Action</u>
Instructional leadership team facilitates effective weekly data meetings where teachers participate in the process of analyzing data, identifying misconceptions, and planning strong re-teach and intervention.	5.3
Implement a normed and calibrated process for the instructional leadership team to meet and review teacher lesson plans and deliver 2-3 pieces of constructive and usable feedback to teachers that result in strong, objective-driven lesson plans.	5.1
Implement the learned practices from the TIL Cohort on student culture and routines to ensure that the campus is driven by common vision, mission, and values that are well-defined and clear among all staff members.	3.1
Evaluate potential training options on data walks process and instructional coaching models with the district curriculum specialists and develop a schedule for training for Year 2 implementation.	4.1
<u>Implementation Year 2</u>	<u>Essential Action</u>
Schedule training on data walks process and instructional coaching models with the district curriculum specialists.	4.1
A schedule of when data walks will take place is being implemented accompanied by coaching conversations with teachers.	4.1
The revised hiring process for teachers new to the campus employs a strong, research-based process that allows the campus leadership team to evaluate potential candidates' instructional effectiveness and alignment to the established campus mission, vision, and values.	2.1
The campus leadership team implements tiering system to identify teacher needs and responds by providing coaching and training support to increase teacher satisfaction, effectiveness, and retention.	2.1
Administrators and teacher leaders' behaviors and actions are grounded in well-defined roles and responsibilities with a focus on data-driven instructional leadership.	1.1

<u>Implementation Year 3 and beyond</u>	<u>Essential Action</u>
Irving Elementary will have established processes to monitor and adjust our practices related to defining clear roles and responsibilities for leadership team and teacher leaders. Doing so will increase the capacity of teacher leaders and prioritize instructional leadership through coaching, data analysis and team leadership for our administrators.	1.1
Irving Elementary collaborates with the district human resource department to support the recruitment, hiring, and retention of highly effective teachers.	2.1
Irving Elementary will continue to gather data on student culture and routines and make adjustments as needed. The campus leadership team will identify focus areas , build out new routines, and revise existing routines for the start of the next year based upon this data and our culture walkthrough observations.	3.1
Irving Elementary will collaborate with the district curriculum and instruction department to ensure strong curricular alignment evidence through the continued data walks. By implementing a continuous feedback loop of monitoring, coaching, and adjusting instructional content and delivery will result in strong student outcomes.	4.1
Teachers at Irving Elementary continue to receive high-quality feedback on lesson plans with ample time to respond to the feedback and adjust their plans so that the lessons we present to our students are objective-driven and aligned or the TEKS.	5.1
Irving Elementary will have well-established processes to monitor and adjust practices as they relate to DDI. Administrators and lead teachers will review student achievement data, teacher survey data, and observational data to adjust course and continue strengthening our weekly data meetings, curriculum-based assessment data analysis processes, and targeted student intervention practices.	5.3

Budget and Financial Resources

Category	Amount	Description
Payroll	\$ 20,000.00	Extra-duty stipends for summer teacher planning committees over Year 1 and Year 2
Professional Development	\$ 120,000.00	TIL Cohort for DDI and Student Culture, and campus instructional consultant
Supplies and Materials	\$ 2,000.00	Additional expenses for training materials related to DDI, instructional coaching, and mission, vision, and values