

Campus Turnaround Plan

District Name:	Galveston ISD	County-District Campus Number (CDCN):	
Campus Name:	Coastal Village Elementary	Grades Served:	Prek4-4th grade

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Cherie' Spencer	Principal
Sarah Mills	Assistance Principal
Stevie Gonzales	Instructional Coach

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:
Cherie' Spencer	Principal
Sarah Mills	Assistance Principal
Stevie Gonzales	Instructional Coach
Jamie Leimer	Kindergarten GLC (Grade Level Chair)
Jessica Bowen	1st grade GLC
Jessica Cuello	2nd grade GLC
Heather Reese	3rd grade GLC
Sara Curtis	4th Grade GLC

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.

Coastal Village Elementary is going on its 9th year here at Galveston, Texas. We first opened up under a partnership between GISD and KIPP Houston as a public charter school. After 5 years of working as a KIPP school, GISD and KIPP decided to go their separate ways turning Coastal Village into a state funded public school under GISD. Coastal Village has now been a part of GISD public school system for 3 years going on our 4th year. During 2009-2014 Coastal Village elementary student population was 1/3 white, 1/3 Hispanic and 1/3 African American. Since the switch in 2014-15 Coastal village has become predominately African American and Hispanic with very little white. At this time, we serve the majority of African American students here on the island. With this change in demographics, both by race and economically disadvantage, has come an increase in student behavior. Student discipline has shown to be a continuous root cause to the decline in our school's success and teacher retention. For the past 3 years we have continued to hire at least 6 new teachers with the majority of them being new to the educational field. Teachers choose to join our team and family thinking and wanting that they can make a difference with the children we serve without truly understanding what all our students are in need of. Here at CVE it isn't just academics our kids are needing but social/emotional skills are needed to be taught as well. During the 2017-2018 school year CVE was provided with a full-time counselor for the first time, in the past the School Leader has been responsible for gathering and running 504 meetings, SpEd folders and RTI meetings along with school leader's duties (student enrollment on average every year 450). Due to not having a full time counselor or a person of support, all items were not given the focus they needed in order to make sure all students were set-up for success. When it comes to the turnover of school leaders here is the history: 2009-2013 Lynn Barnes our founder leader led the school. In 2013-2014 Joe Gonzales led the school and made some huge changes that were not aligned with the school culture, parent and staff vision (enrollment went down). 2014 to present Mrs. Spencer a founding teacher has led the school under the watch of GISD. When it comes to STAAR results CVE has shown the following pattern: 2016-2017 IR (432 students, 90%ED); 2015-2016 IR (578 students, 89% ED); 2014-2015 Meet Standard (586 students, 87%ED); 2013-2014 Meet Standard (681 students, 80%ED); 2012-2013 IR (703 students, 81%ED). CVE was not involved in state testing prior to 2013 due to the grade levels we served and opening up a 3rd grade class.

Include the campus vision.

Coastal Village will create a learning-centered community of leaders prepared for successful graduation from college and ready to be the change on the island and around the world.

Needs Summary and Turnaround Plan

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

Present Problems:

1. Student Discipline/Teacher Retention: CVE would like to
 increase their teacher retention percentage through implementing an effective PBIS and decreasing intense behavior issues.
 We believe teacher retention continues to be a struggle here at CVE due to the fact that we do hire new teachers with 0 years of experience. As we all know and remember, our first year in education wasn't a walk in the park and neither was the 2nd year. It is when you are in your 3rd year of teaching that you start to feel comfortable in your new shoes.
 Teacher retention we believe is a direct correlation and has one of the biggest impacts on student achievement. With higher percentage in teacher retention the stronger the school culture and the stronger student teacher relationship is. Our children at CVE come from an environment where adults continuously walk in and out of their lives. It is important for us as a school to help create an environment where adults are seen as the consistent and not the variable. When adults are seen through a child's eyes as the variable then trust and strong relationships take longer to create and without those two values then learning will not take place no matter what you do.

2. Time on Task: While we have pockets of greatness there are still classrooms and times of the day in which students are off task or not involved in meaningful learning. This has continued to be a struggle for the past 3 years here at CVE. Knowing that our children come to us behind and with educational gaps, it is imperative that we focus our energy on coming up with strong intentional strategies that will help teachers keep kids on task for the majority of the day.

3. Small Group Instruction: In the classrooms in which small group instruction is happening on a daily basis there is a reasonable amount of educational growth for those students, however this growth isn't happening across campus due to inconsistent small group instruction. We have found that small group is inconsistent due to teacher knowledge/understanding and ability to run a smooth small group lesson. CVE teachers lack the training and understanding around how to implement small group lessons and how to set up a classroom environment where small group instruction can take place. We have provided some training both school and district wide along with on campus support through observations/PLC/and team planning, however the support hasn't proven to be enough.

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

The campus has failed to reach standard because the impact that student behavior has on teacher retention and teacher knowledge around implementing small group, so we will start focusing our adult professional learning around servicing children from low income and strengthening our understanding of how low-income/African American students learn so that Coastal Village will create a learning-centered community of leaders prepared for successful graduation from college and ready to be the change on the island and around the world.

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

We have seen a steady increase in student behavior every year. If we as a school provide more intentional, intensive Professional learning and create a structure in which helps grow teacher knowledge and skills around helping children from poverty, then we shall see an increase in both student success and time on task.
 While we have provided for individualized and small group instruction in some classrooms, we have not yet been successful in putting in place a structure that would ensure that effective individual and small group instruction occurs in every classroom. In order for that structure to exist, we need to provide training in using data to inform and format instruction, interventions and individual support. This will necessitate our implementing a plan which provides improved and increased training to teachers in the effective use of data to drive instruction. This will include developing a new plan which will restructure PLCs to provide support based on the ongoing needs of the campus, students and teachers. By addressing the areas in which we have not been successful, we will remove the barriers that have prevented us from achieving high academic performance.

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

<Enter Text>

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

Teacher Hiring process: When conducting interviews, the committee will seek candidates who have experience with students from poverty and have a clear understanding of not only the students that we serve but strategies on how to cope with the changes within our school community. The interview committee will also create a more streamlined interview process that includes specific scenarios and initial questions that push the interviewee to be more explicit in their answers. We will also continue with asking the interviewee to perform a sample teach prior to any decision made.

Teacher Retention: We will create a structure that provides new teachers to CVE with not only more in classroom support but initial 6weeks Professional Learning here at school. The structure in which we create will include a 6 weeks focus that aligns with new teacher struggles throughout the year. As a leadership team we will also create a timeline of purposeful Professional Development school wide with a focus on Children of Poverty.

Student Discipline Management System: CVE will create a stronger school environment around the use of CHAMPS, Restorative Justice and the Turnaround Room. Create an accountability system that helps hold teacher accountable for the correct usage of CHAMPS and Restorative Justice so that the Turn Around Room becomes underutilized.

Stronger Focus on Student Achievement: Create a structure which helps align the leadership team on 6 weeks' observational focuses so that we are helping teachers become stronger in guided Small Group and student time on task. By creating and utilizing a leadership pacing calendar we are not only holding ourselves accountable to student success but helping drive teachers in a more streamline manner.

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 (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Teacher Hiring Process	May-Aug. 2018	Principal, AP, Instructional Coach				Select	
	PBIS Training	Aug. 2018	Principal, AP				Select	
	Restorative Justice	Aug. 2018	CHAMPS Committee				Select	
	New Teacher Training	Aug. 2018	Instructional Coach,\				Select	
Intermediate: (Implementation)	Leadership Pacing Calendar	Jul. 2018	Leadership Team				Select	
	Small group Observations	Sept. 2018	Admin				Select	
	New Teacher 6 wks PL	Jul. 2018	Instructional Coach, New Teacher Mentor				Select	
	Student Behavior Data Collection	Monthly	Principal, AP, Councilor				Select	
Long-Term: (Results)	Teacher Retention	Jun-19	Admin				Select	
							Select	

Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <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?*

1. Principal: Become more instructionally focused and data driven by conducting daily walk-throughs and observations with feedback. Co-leading monthly data talks around student achievement, grade level observations and students time on task. Conducting guided reading observations on a bi-weekly form for all grade levels starting in September alongside the instructional coach. Conduct monthly staff Circles during Professional learning as well as create a weekly circle focus for the school to implement in their classroom circle time.
2. New Teacher Mentor Position: this position would be run by a strong teacher here on campus that has shown success with student and classroom management. They also have the ability to help coach and utilize a variety of strategies to build strong adult relationships. This person would lead the 6weeks New Teacher check-ins/trainings along with our Instructional Coach.
3. Counselor: Will work alongside the Principal in helping implement and support teachers with Restorative Justice. She/he will work side by side with the children who are seen in the Turn Around room on a daily basis and also schedule parent meetings for those children in order to strengthen at home support. She/he will help organize and schedule Whole School Professional learning around understanding children of poverty and classroom management support systems.
4. Turn Around Room Teacher Leader and Support Staff: Teacher Leader will conduct lessons within the room, manage time on task, student expectations and parent phone calls. Support Staff will be utilized to assist students in class/hallways and those students who struggle with moving from point A to point B. The support staff will also provide quick one on one check-ins with struggling friends right outside of the classroom so that they may get back to the learning without entering into the Turnaround room.
5. Reading and Math Tutors: 4 tutors will come on board to support small group instruction and time on task. There will be 2 reading tutors. One reading tutor will support the school in helping achieve the district Early Literacy target while the other reading tutor assist with closing the reading gap in upper primary. There will be 2 math tutors who will assist with not only helping students understand struggling math concepts but also supporting the district with their Math Target.

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Organizational Structure Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of	Calendar for Instructional Rounds	Sept. 2018	Principal				Select	
	Circle Time Pacing Calendar	Aug. 2018	Principal and Councilor				Select	
	New Teacher PL and Check-ins	Every 6 weeks	New Teacher Mentor				Select	

<i>new skills)</i>	PL with a focus on Student of Poverty	Monthly	Councilor				
	Overview of the Turn Around Room	Aug. 2018	AP				Select
Intermediate: <i>(Implementation)</i>	Reading and Math Tutors	2018-2019	AP/P/Instructional Coach				Select
	Turn Around Room Support Staff	Aug. 2018	AP				Select
	Student Check-ins	Aug. 2018	Councilor				Select
	Parent Conferences	Sept. 2018	Councilor/AP				Select
Long-Term: <i>(Results)</i>	Students Time on Task	Dec. 2018	P/AP/Instructional Coach				Select
	Closing Achievement Gap	May-19	P/AP/Instructional Coach				Select

Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>

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.)

- Staff: 2 reading tutors; 2 math tutors; Teacher Leader for new teachers; Turn Around Room Lead Teacher; Turn Around Room Aide; Lower and Upper Instructional Coach
- Training: Restorative Justice; Children from Poverty; Guided Reading; Math Concepts and Strategies; No Excuses University Training; CHAMPS
- Resources:
 - The Guide for White Women who Teach Black Boys by Eddie Moore and Ali Micheal; Everyday SEL in Elementary School by Carla Tantillo Philibert; Data Wise by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane; The First Days of School by Wong and Wong.
 - School to school observation to see how others are implementing great practices.
 - Instructional Coach for Upper Primary: As of right now we have an instructional coach whose job it to focus on early literacy and math concepts so that children are moving up on level and coming with a strong educational foundation. She is doing a fantastic job with Prek-2nd grade and as a school we have seen great strides in lower primary with her support. We would utilize the Upper Primary Instructional coach to provide support in these areas: 3rd and 4th grade observations, leading/co-leading products PLC around student data; teacher observations; academic training for both math and reading to building teacher content knowledge; small group instruction and teacher to teacher observations. Instructional coaches not only provide great academic understanding but allow teachers to not only observe each other but watch great lesson take place in their own classroom.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Capacity and Resources 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
Short-Term: <i>(training, acquisition of new skills)</i>	Training of Tutors on CVE academic	Aug. 2018	District math and reading director				Select	
	Math Concepts and Strategies	Sept. 2018	District PL Coridinator				Select	
	No Excuses University	Jun-18	Principal and AP				Select	
	Upper Primary IC Training	Aug. 2018	District math and reading director				Select	
	Book Studies	Jul-18	Teacher Leaders				Select	
Intermediate: <i>(Implementation)</i>	Teacher to teacher Observations	Spet. 2018	Upper and Lower Primary Instructional				Select	
	Data Digs	Oct-18	Principal and Instructional Coaches				Select	
	School to School Observations	Nov. 2018	Principal and Instructional Coaches				Select	
	Co-Teaching Model	Aug. 2018	Instructional Coaches				Select	
Long-Term: <i>(Results)</i>	Teacher Content Knowledge	Jun-19	Leadership Team				Select	
	Increase in Student Rigor	Jun-19	Leadership Team				Select	

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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?*

Our vision is: Coastal Village will create a learning-centered community of leaders prepared for successful graduation from college and ready to be the change on the island and around the world. We will develop a plan of action which includes communicating our vision and progress on our turnaround plan on a regular basis. This vision will form the basis and be embedded in all of the following communications: 1. A process will be developed to increase two-way communication with teachers that includes regular walkthroughs focused on the quality of instruction with feedback for teachers which will result in professional development planned that meets the needs of each teacher. Administrators will remind teachers in all communications of the vision for our school and the critical importance of our turnaround plans. 2. To increase two-way communication with students, a process of goal setting and tracking data will be implemented in order to encourage students to continually seek to achieve academic excellence. Our vision will appear prominently at the top of our student tracking forms. 3. Additionally, processes will be established for regularly receiving input from students, teachers and parents on the state of the school through regular campus events. This increased two-way communication with parents and community members in the form of regular informational meetings will provide all stakeholders with the opportunities to both give and receive feedback on the school's progress toward supporting the vision and eliminating the barriers that have prevented us from achieving maximum learning and performance. 4. Other methods of receiving stakeholder input on our turnaround efforts will include the school website, newsletters, callouts via our messaging system, student take home folders and regular parent-teacher meetings. Our vision will be kept at the forefront of all stakeholders' consciousness including posted in hallways, in classrooms, in newsletters and other communications. It will be read daily during announcements and read at the beginning of all meetings. By constantly reminding all stakeholders of our vision, we will be encouraged to work in collaboration to remove the barriers that have prevented us from achieving our potential in teaching, learning and student performance.

The District will assist us in achieving our vision through the Turnaround process in the following ways:

1. The School District Office will continue to provide monitoring, support and guidance around data-driven accountability, coaching and professional development;
2. Assist the school in recruiting, developing and retaining highly qualified and effective teachers and staff;
3. Identify demonstration schools which serve as models in best practices in systems that support the improvement of school culture, family and community engagement, and instructional practice;
4. Provide instructional coaches from GISD's Curriculum and Development Department to provide subject-specific on-the-job coaching and campus-specific professional development for teachers aligned to the needs of the individual teacher and our campus;
5. Provide the Human Capital Recruitment Team to host campus tours and conduct hiring events at our campus;
6. Establish partnerships with local colleges and universities in which potential teachers have access to our campus through classroom visits, presentations and professional development workshops focused on relevant context for work on our campus;
7. Provide a Special Education Manager to provide professional development for our teachers focusing on the needs of Special Education students and best practices for the classroom;
8. Provide additional funding for recruitment and retention bonuses for teachers.

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Communication Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Parent Teacher Communication	Sept. 2018	Counselor and Teacher				Select	
	Goal Setting with Students	Oct. 2018	Upper and Lower				Select	
							Select	
							Select	
Intermediate: (Implementation)	Parent News Letters	Aug. 2018	School Secretary				Select	
	Parent Survey/Meetings	Nov. 2018	Principal and AP				Select	
	District Office Academic Support and	Spet. 2018	District math and				Select	
	Guidance Vision Statement Visible throughout the school	Jul. 2018	Leadership Team				Select	
Long-Term: (Results)	Vision Statement is well known throughout the school	Jun-19	Staff, Students and Parents				Select	
							Select	

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

Category	Amount	Description
Payroll	\$217,000 (per year for 2 years)	Lower and Upper Instructional Coaches(55,000 x 2); 4 tutoring positions (10,000 x 4); 1 Turn around room Leaders(35,000); 1 Turn around room aide(32,000)
Professional Development	\$9,800 (per year for 2 years)	No Excuses University (4,500); Restorative Justice (1,300); CHAMPS training (2,000); Children in Poverty (2,000)
Supplies and Materials	\$ 3,325.00	The Guide for White Women who Teach Black Boys by Eddie Moore and Ali Micheal (\$900); Everyday SEL in Elementary School by Carla Tantillo Philibert(\$1,225); Data Wise by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane(\$300); The First Days of School by Wong
Other Operating Cost		
Capital Outlay		

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

CSF 1: Coherent Curriculum and Assessment	Coherent Curriculum and Assessment will be the driving force of our Turn around plan as we strive to help teachers become better aware of how to utilize data to drive instruction, strengthen their content knowledge and create student goals.
CSF 2: Leadership Effectiveness	Leadership Effectiveness will be addressed as we train our teachers to be stronger instructors and as we provide opportunities to exemplary teachers to serve as resources for other teachers. Leadership effectiveness will also be addressed as we as leaders (admin) conduct instructional rounds, attend academic region 4/district trainings and grow our own leadership knowledge through instructional leadership training.
CSF 3: Teacher Quality	Teacher Quality will be addressed through our efforts to develop a systematic focused professional development plan for the year which will meet not only the school's needs, but will also meet the needs of individual teacher and provide for increased professional growth. By developing new plans and approaches to addressing these CSFs we will begin to provide our students will improved teaching and increased learning and will meet accountability standards within two years.
CSF 4: Family/Community Engagement	Family/Community Engagement is a primary focus of this turnaround initiative. As we develop strategic plans for communicating in a variety of ways with regularity, our parents will stay informed and will have numerous opportunities to provide input into the efforts of the school to improve learning;
CSF 5: School Climate and Culture	School Climate and Culture will be addressed through our Communication plan as we strive to strenghten our belief and understanding around our school vision and children from poverty. This will also be addressed as we work as a leadership team to better support our new teachers in helping them become successful.