

Campus Turnaround Plan

District Name:	Hitchcock ISD	County-District Number (CDN):	84908
Campus Name:	Crosby Middle School	Campus Number:	42
Grades Served:	Grades 6 - 8	Date of Board Approval:	21-Mar-17

Consecutive School Years Rated Academically Unacceptable/Improvement Required:	2nd Year IR
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Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Patrick Faour, Carla Vickroy	Principal, Superintendent of Schools and DCSI
Monique Egana, Tommetria Womack	Assistant Principal, Counselor
Ericka Ross, Allastair Webb	Special Education Team Leader, Instructional Coach
Constance Bares, Latonya Burby, Jason Gardner	Teachers
Sherry Green	PSP

Turnaround Plan Attestation Statements

<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 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.

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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.

Crosby Middle School is a 6 through 8 campus in the Hitchcock Independent School District. The campus is an Improvement Required 2 (IR2) campus based on Texas state standards.

CMS serves approximately 315 students and the population is represented by 43% African Americans, 30% Hispanic, 26% White, and 1% Two or More. The campus serves approximately 26 Limited English Proficient students, 26 Gifted and Talented students, and 24 Special Education students. The low socio-economic status of the campus fluctuates from 75% to over 80% yearly, and the average daily attendance rate for students is approximately 96%. Based on census data the poverty rate is 21.9% for the city of Hitchcock, and from 2011 -2015 only 10.5% of the population 25 years of age or older had a bachelor's degree or higher.

The campus received Improvement Required status based on STAAR data from the 2014-2015 and 2015-2016 school years. The campus showed improvement in three of the four indexes, but still failed to meet the state standards. The scores on the 2016 STAAR are as follows: Index 1- Student Achievement: 53 (Target Score = 60), Index 2- Student Progress: 37 (Target Score = 30), Index 3- Closing Performance Gaps: 23 (Target Score = 26), Index 4 - Postsecondary Readiness: 23 (Target Score = 13). The campus met standards on Student Progress and Postsecondary Readiness, but failed to meet standards on Student Achievement, and Closing the performance gaps. The campus improved its scores in three of the four indexes from the previous year. Index 1 grew from 51 to 53, Index 2 from 31 to 37, Index 3 remained at 23, and Index 4 grew from 10 to 23.

For the 2016 – 2017 school year the campus has added 6th grade, in addition to over 20 new staff members including the building principal. The staff population is made up of 43% African American, 1% Hispanic, and 46% White. Males make up 34% of the staff and females make up 66%. The staff has an average of 7 years of experience. The recruitment and retention of quality teachers has been a focus for the district and the campus for the past five years. The district has raised teacher salaries in an effort to be more competitive with surrounding districts; however, the surrounding districts have more resources and are able to provide higher salaries to staff. In addition, teacher development has been a focus for the campus as quality staff development has been lacking in the past. The campus has contracted with a part-time instructional coach to provide additional teacher support and professional developments for staff.

Needs Summary and Turnaround Plan

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

Crosby Middle School does not portray a clear road map to success for students or teachers. The campus lacks an effective system of interventions for students who struggle and enrichment for students who excel. Additionally, campus culture and structures do not fully support a committed cycle for Professional Learning Community (PLC) that meets weekly to increase teacher capacity for rigorous instruction at the level of the TEKS. Protocols have not been fully implemented to analyze teaching and learning, model instructional strategies and monitor implementation effectiveness.

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Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>		Impacted Critical Success Factors (CSFs):	
<p>Crosby Middle School will create a clear road map for students as well as staff through a dedicated PLC implemented with fidelity. Staff will engage in weekly, purposeful Professional Learning Community (PLC) meetings with consistent protocols and products for both data and instruction to deepen the content knowledge of the teachers. Ongoing professional development will be at the core of the PLC structure. The administrative team and instructional coaches will monitor implementation of instructional strategies through classroom walkthroughs with feedback along with coaching as needed. A systematic approach will be used to create data driven interventions and enrichments for students.</p>		<input checked="" type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction)	
		<input checked="" type="checkbox"/> CSF 2 - Quality Data to Drive Instruction	
		<input checked="" type="checkbox"/> CSF 3 - Leadership Effectiveness	
		<input checked="" type="checkbox"/> CSF 4 - Increased Learning Time	
		<input type="checkbox"/> CSF 5 - Family/Community Engagement	
		<input checked="" type="checkbox"/> CSF 6 - School Climate	
		<input checked="" type="checkbox"/> CSF 7 - Teacher Quality	
Outcome: <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
<p>Teacher capacity will grow as teacher teams use data in meaningful ways, through the PLC structure, to plan for first teach and re-teach instructional delivery. Common PLC agendas, protocols, procedures, and time management strategies will create a consistent Crosby PLC instructional cycle. Collaborative data analysis will increase teachers' understanding of data and ensure the use of data to inform instruction. Student success will increase through a targeted, systematic approach to classroom instruction as well as data driven interventions and enrichments. Grade level teams and subject level teams will have a designated weekly time to concentrate on individual student needs and create integrated plans for student success. A clear and consistent plan to support teachers will safeguard a reduction in teacher turnover.</p>			
Processes/Procedures: <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			

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Administrators and key teachers will attend training over the summer to learn best practices in facilitating PLC meetings while developing teacher leaders who, year two of this plan, will lead the PLCs. As a result of this training a clearly defined system for increasing student achievement will be developed. During the spring of 2017, the master schedule will set aside designated PLC times by grade level as well as by content to increase student and teacher success. The leadership team will develop and implement a yearly tracking system to monitor and assess instructional effectiveness, monitor student progress, and develop targeted interventions and enrichments for students. This system will include bi-monthly teacher data talks to monitor student performance, develop interventions and enrichments, improve collaboration among grade levels, and provide celebrations of success. A clearly defined plan for providing ongoing, embedded professional development for teachers as well as administrators will be developed. Initial professional development will be held during the August staff development days and ongoing training will be conducted at least monthly during the year. The PLC cycle will include tasks such as: data disaggregation, lesson planning, book study, and staff development as well as setting aside time to discuss student needs individually and/or as a group. Data derived from assessments and observations will be used to guide the creation of small group targeted interventions and enrichments along with re-teach and spiraling for the whole class. In order to support teachers and monitor the implementation, a monitoring and feedback loop will be included in the PLC cycle along with individual teacher conferences. Appraisers will create a consistent walkthrough monitoring plan in which feedback is provided on a timely basis to increase student performance through increased teacher capacity.

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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?*

The shared vision was created by the campus in January of 2017 and will be shared with the student body and parents in the fall of 2017. During spring 2017, staff members will be introduced to the organizational structure for PLCs, targeted student interventions and enrichments for the upcoming school year. In the summer of 2017, communication will be prepared for students, parents, and teachers, stating the value, expectation and processes regarding this initiative. During the school year, expectations will be reinforced in PLC meetings, staff meetings, and the principal’s weekly focus email. The Shared Decision Making Committee (SDMC) will meet quarterly and will communicate the progress on the turnaround initiatives to all stakeholders.

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?*

In order to support effective PLC meetings, the master schedule will be revised to accommodate all core content teachers having 45 minutes of collaborative planning time once a week. Administrators and key teachers will investigate effective PLC practices and protocols then will develop a common agenda and protocols for data analysis, peer modeling, and the planning of units, assessments, and lessons. There will also be time set aside for grade level teams to discuss issues across the grade level, make plans based on data, and celebrate successes seen. The administrative team and key teachers will receive training and support in facilitating collaborative PLC meetings with teachers receiving training in year two of the plan. The administrative team will be tasked with monitoring the planning for and implementation within PLC meetings and in the classrooms, fidelity of interventions and enrichments to increase student performance and provide feedback for teacher growth. The administrative team and contracted instructional coaches will deliver teacher training in PLCs and staff meetings, model lessons in classrooms and coach teachers. Targeted student interventions and enrichment groups will be created throughout the school year, based on data, with protocols for monitoring success and determining changes to the student groups. Specific intervention/enrichment materials will be purchased and/or developed to ensure instruction is different than students received in the classroom setting.

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.)*

An additional elective teacher will be needed to ensure core teachers have a dedicated PLC weekly. Currently the instructional coach is part-time three days a week; however, there is a need for an additional part-time instructional coach to support all the teachers on campus. The administrative team and instructional coaches will deliver teacher training in PLCs and staff meetings, model lessons and assist in creating interventions and enrichments for students. An additional instructional coach will ensure that all core teachers as well as the elective teachers are fully supported through group and individual professional development, lesson planning and team teaching with monitoring in place to ensure implementation fidelity through the administrative team.

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

Category	Amount	Description
Payroll	\$85,000.00	1 Elective teacher, 2 part-time instructional coaches
Professional Development	\$20,000.00	PLC training, core teachers outside the district training
Supplies and Materials	\$3,000.00	book study, PLC implementation materials, data analysis materials
Other Operating Cost		
Capital Outlay		

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.*

Impacted Critical Success Factors (CSFs):

<Enter Text>	<input type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction)
	<input type="checkbox"/> CSF 2 - Quality Data to Drive Instruction
	<input type="checkbox"/> CSF 3 - Leadership Effectiveness
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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?*

<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>

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<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		