

Campus Turnaround Plan

District Name:	Hays CISD	County-District Campus Number (CDCN):	105906109
Campus Name:	Hemphill Elementary	Grades Served:	PreK-5th

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Michael McKie	Former Superintendent
Elaine Howard	Chief Human Resources Officer

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:
Alejandro Góngora	Assistant Superintendent of Elementary Schools
Cynthia Vasquez	Principal
Jennifer Gonzalez, Amanda Muro	Assistant Principals
Tricia Martinez, Maria Ortega-Aguilar, Marianella Garza	Instructional Coaches
Trinidad San Miguel	Professional Service Provider

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.**

HES opened its doors to the community for the 2000-2001 school year and has had 6 different principals since that time. However, in the last 5 years, there have been 3 different principals. Historically, Hemphill Elementary (HES) has had a consistent student population. Since the inception of the State of Texas Assessments of Academic Readiness (STAAR) in spring of 2012, the overall student enrollment at HES has been above 800 EE-5th students. During this same time span, HES has had a high percentage of Economically Disadvantaged students (range of 86%-93%) and English Language Learner population (range of 58%-66%). In regards to the state accountability ratings based on STAAR performance, HES had received a state accountability rating of Met Standard from 2012-2013 to 2014-2015. When looking at the overall passing percentage of all tests during the three years HES Met Standard, the passing percentages were as follows: 2012-2013 63%, 2013-2014 57%, 2014-2015 57%. However, based on STAAR results the 2015-2016 and 2016-2017 school year, the overall passing percentage of all tests declined to 48% and 44%. A similar pattern was found in passing percentages in Reading, Math, Writing, and Science. From 2012-2013 to 2016-2017, Reading passing percentages have been 65%, 64%, 62%, 48%, and 45%. Math passing percentages have been 69%, 57%, Not Available due to new math TEKS, 50%, and 49%. Writing passing percentages have been 45%, 42%, 43%, 40%, and 23%. Science passing percentages have been 61%, 55%, 58%, 51%, and 46%. Due to the decline in scores and the results from the 2015-2016 school year, HES entered the 2016-2017 school year as an Improvement Required Year 1 campus due to not meeting standard on Index 1, 2, and 3 (Index 4 was met). Following the STAAR results from the 2016-2017 school year, HES entered the 2017-2018 school year as an Improvement Required Year 2 campus due to not meeting standard on Index 1, 3, and 4 (Index 2 was met). Based on the systemic data analysis, the new Campus Improvement Team identified three problem statements. The problem statements focus on reading performance for Economically Disadvantaged students, English Language Learners, and Hispanic students. The first problem statement demonstrates that economically disadvantaged learners had a 42% pass rate in reading in 2017. This was a decline from the previous two years where economically disadvantaged students had a passing rate in reading of 48% in 2016 and 61% in 2015. The second problem statement focuses on ELL performance in Domain 2. Students who are ELL had a 56% Met or Exceeded Progress in Domain 2 overall. This was an improvement from the previous two years where there was an overall pass rate of 39% in 2016 and 44% in 2015. Problem Statement 3 focuses on Hispanic students passing rate in reading. Students who are Hispanic had a 44% pass rate in 2017 Reading. This was a decline from the previous two years where the passing rates were 47% in 2016 and 62% in 2015.

Include the campus vision.

Our vision is to empower students to become academically successful and relentless leaders. Value Statements (I want us to be....) I want us to be INSPIRING! I want us to be NURTURING! I want us to be COLLABORATIVE! I want us to be RELENTLESS! Core Values are Respect all Learners, Students First, Advocate, Value.

Needs Summary and Turnaround Plan

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

At the end of the 2016-2017 school year, the district and board of trustees took preemptive action based on preliminary STAAR results in anticipation of Improvement Required Year 2 status by reassigning the principal of two years and reassigning a principal from a campus within the district that had shown success at her previous campus through the implementation of systems that focus on building instructional capacity, data-driven decision making, social and emotional learning, and parent involvement. The district opened up all staff positions at HES where staff had to reapply or staff members at other campuses could apply to be a part of HES for the 2017-2018 school year. A stipend structure was approved that would provide \$1,500 to professional staff and \$500 to paraprofessional/auxiliary staff for additional time and effort required to help the students at HES be successful. An additional assistant principal was provided by the district allowing for a total of two assistant principals at HES. The district also provided an additional instructional coach and intervention teacher in lieu of a Turnaround Plan Administrator to provide further support in the primary area of literacy. Lastly, the district changed the District Coordinator for School Improvement (DCSI) and Professional Service Provider (PSP). With the new Campus Improvement Team, the systemic root cause analysis training was conducted as part of the TAIS process. The following three systemic root causes were identified: 1. Leadership Effectiveness: Lack of school-wide collaboration. 2. Increased Learning Time: Lack of purposeful planning for our ELLs 3. Teacher Quality: Lack of true understanding of TEKS, Standard, Specificity and literacy library with bilingual books.

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

As a result of the identified problems statements and systemic root causes, the Campus Improvement Team has identified key strategies to improve student outcomes. The first is establishing an effective campus-wide monitoring system that includes establishing processes for data walls, review of lesson plans, PLC meetings that includes data conversations, analysis of student work samples, learning journeys, & Response to Intervention, and team planning using smarter planning. The second strategy focuses on the implementation of differentiation strategies in all content areas for all students through blended learning, justification stations, language lab, and instructional strategies from Lead4ward and ELlevation. Lastly, the campus is focused on the implementation of balanced literacy components with fidelity supported through professional development, goal setting, and PLCs. The goal is to create a strong foundation through these strategies for short-term and long-term sustainability in all grade levels for all students.

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

With the new campus vision at Hemphill Elementary School focused on empowering students to become academically successful and relentless leaders, there is an emphasis on changing adult behavior to positively impact students not only at HES but at its feeder middle and high school. A structured PLC where the 1st and 3rd week is focused on Richard Dufour's four essential questions, the 2nd week is learning journeys where grade levels visit other grade levels with a specific focus, and the 4th week is focused on RtI based on student data, teacher capacity through collaboration is increased through embedded professional development. This will impact the academic successful portion of the vision statement. The campus instructional coaches and administration are involved in supporting teachers with planning during PLCs, during the instructional day, and after school. These times for planning will impact all students, especially the high percentage of English Language Learners at HES, by maximizing each minute during the instructional day. Lastly, with an emphasis on establishing and reinforcing monitoring systems and professional development in the areas of understanding the standards, Tier 1 instruction in literacy and differentiation, the campus is committed to achieving a goal of 7 out of 10 students will be reading on level or above by the end of the school year. This will translate into their 2018 Spring STAAR passing percentages of Reading 55%, Math 60%, Writing 33%, and Science 60%, which are improvements compared to 2016-2017 STAAR results. Empowering students to be relentless leaders will be achieved by the campuses continued work on the 7 Mindsets. 7 Mindsets is a comprehensive platform for teaching Social Emotional Learning that emphasizes the following mindsets: Everything is Possible, Passion First, We Are Connected, 100% Accountable, Attitude of Gratitude, Live to Give, and The Time is Now. Coupled with the academic emphasis, HES is set to put its vision into practice for all staff, students, and parents to be successful and relentless!

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

TBD

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

As related to the Turnaround strategies, the first process that was implemented was a structured PLC schedule. The 1st and 3rd week of the month is focused on data, student work samples, sharing of ideas, and facilitated capacity building by instructional coaches, administration, and teachers through Richard Dufour's 4 essential questions. The 2nd week of the month is for teachers to visit other classrooms with a specific focus. The campus is implementing Lead4ward strategies and through this, they have a monthly focus. The 4th week of the month is focused on RtI. The RtI process on the campus previously was not as consistent as needed so the leadership has integrated this into their PLCs. This leads to collaboration, capacity building, and data-driven conversations. Weekly classroom observations and feedbacks is another process that is being monitored this year that is aligned to the CIP, TIP, and T-TESS domains. Targeted professional development in the areas of English Language Learner strategies, designated supports for ELLs, SPED, and 504 students, RtI process, and balanced literacy components will be on-going throughout the year. ESC 13 conducted a Mapping a Pathway to Student Success (MAPSS) visit to provide feedback on campus wide systems to the CIT. The MAPSS process involved student and staff interviews, classroom visits, staff and parent surveys, and a review of the data. The report was compiled and delivered in December of 2017 for the campus administrative team to review and share out in January of 2018.

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)	PLC purpose, structure training	August/Sept 2017	Administration				Select	
	Lead4ward, RtI, ELlevation training	August/Sept/Nov 2017	District Directors				Select	
	MAPSS Visit	Oct-17	ESC 13				Select	

							Select	
Intermediate: <i>(Implementation)</i>	Ongoing PLCs weekly	September-May 2017	Instructional Coaches				Select	
	Balanced Literacy support	September-May 2017	Instructional Coaches				Select	
	Writing Consultant	November 2017	Instructional Coaches				Select	
	Walkthroughs	September-May 2017	Administration				Select	
Long-Term: <i>(Results)</i>	Improvement in all 3 Domains	May/June 2018	Administration				Select	
	Improvement in reading levels	May/June 2018	Teachers				Select	

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

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 May of 2017, the district and board of trustees restructured the campus leadership and staff. The former administrative team was reassigned and a new administrative team was brought to HES to restructure the campus. All staff had to reapply for positions at HES and the new principal, with support from Human Resources, interviewed and decided which staff would be at HES for the 2017-2018 school year. The district approved a 2nd assistant principal to assist the principal with the vision and mission of the campus, including delegation of responsibilities to each administrator. With the addition of a 2nd assistant principal, T-TESS observations were focused in the fall with a completion by end of 1st semester. To assist with PLCs and building instructional capacity, the district approved one additional instructional coach increasing the number to 3. With the literacy needs of students on the campus, the district approved 1 additional interventionist which has allowed for the implementation of a language lab for upper grade ELL students that lack a foundation in their second language. As a means of recruiting teachers to HES, the district approved a stipend structure of \$1,500 for professionals and \$500 for paraprofessionals/auxiliary staff. This stipend also serves as compensation for additional time needed for lesson planning and student support. At the request of the new principal, the district-wide lesson plan template will be adjusted by administration starting in the spring of 2018 that will closely align to the work being done with Lead4ward. Lastly, the administration updates the staff on the progress of the TIP frequently and celebrates progress being made.

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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: <i>(training, acquisition of new skills)</i>	Campus restructure	May 2017-August 2017	Interim Superintendent				Select	
	Turnaround Campus Stipend	Jun-17	Human Resources				Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>	T-TESS Completions	September-December 2017	Administration				Select	
	Adjustment to Lesson Plan template	January-May 2018	Administration				Select	
	Language Lab	October 2017-May 2018	Interventionists				Select	
							Select	
Long-Term: <i>(Results)</i>	Improvement in all 3 Domains	May/June 2018	Administration				Select	
							Select	

Organizational Structure Implementation Status:	Check in date: <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.)

As a result of the district's proactive approach to the needs of the campus, a 2nd assistant principal, an additional instructional coach and an additional interventionist were approved to meet the needs of the turnaround plan. The 2nd assistant principal is a continuation of 2016-2017 however the roles and responsibilities have been clearly identified. The additional interventionist adds a 3rd which is different from 2016-2017 where there were 2. The additional interventionist adds a 2nd plus an instructional aide that is similar to 2016-2017. It is important to note that in lieu of a Turnaround Plan administrator as previously discussed in May of 2017, the district approved the additional instructional coach and interventionist to assist with the campus-wide strategies and student support. With a new DCSI, PSP, and new Campus Improvement Team (CIT), training was provided on the TAIS process by ESC 13. The DCSI and PSP meet twice a month with the CIT to actively monitor the TIP, conduct classroom walkthroughs, review data, turn around training from ESC 13, and provide support to the principal.

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>	New DCSI and PSP	Aug-17	Interim Superintendent				Select	
	Additional assistant principal, instructional coach, interventionist	Aug-17	Human Resources				Select	
	Training on TAIS process	August/Sept 2017	ESC 13				Select	
	Priority grant funds	Nov-17	Federal Programs Director				Select	
Intermediate: <i>(Implementation)</i>	CIT meetings/trainings	September-May 2017	DCSI & PSP				Select	
	Purchase of classroom and campus literacy materials	Decemebr 2017	Administration				Select	
							Select	
Long-Term: <i>(Results)</i>	Improvement in all 3 Domains	May/June 2018	Administration				Select	
							Select	

Capacity and Resources Implementation Status:	Check in date: <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?

In May 2017, Human Resources communicated to the board of trustees and staff the turnaround plan that was going to be put into place. Human Resources and Hays CISD Board President met with faculty and parents in regards to the changes. By the end of June 2017, Human Resources and the new campus principal communicated to staff their assignments for the 2017-2018 school year. The community was notified of the changes over the summer and the new principal held Meet the Teacher Night and other parent events to communicate the plan. As part of the MAPSS process, staff and parents were provided the opportunity to provide feedback on the campus. Coordinated conference calls with campus, district, TEA, and ESC 13 will be ongoing to ensure collaboration. The Turnaround Plan will be posted for the all stakeholders to view and provide input for 30 days before the Board of Trustees takes action in January 2019.

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 (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	TIP Information Night	Oct-17	DCSI				Select	
	MAPSS Staff and Parent Survey	October/November 2017	ESC 13				Select	
							Select	
							Select	
Intermediate: (Implementation)	TIP Communication	September-May 2017	Administrator				Select	
	Turnaround Plan Communication	December 2017- January 2018	DCSI				Select	
	Coordinated Conference Calls	September-May 2017	TEA				Select	
							Select	
Long-Term: (Results)	Improvement in all 3 Domains	May/June 2018					Select	
							Select	

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

Category	Amount	Description
Payroll	\$317,600	Additional Assistant Principal, Additional instructional Coach, Additional Interventionist, Turnaround Campus stipends, Substitutes, PSP Fees
Professional Development	17,909	7 Mindsets, Writing Consultant, TAHPERD, TABE, ESC 13
Supplies and Materials	198,548	Literacy Library, Classroom Libraries, instructional materials, general supplies
Other Operating Cost	9,000	Travel/Fees, PSP Travel costs, MAPSS
Capital Outlay	\$0.00	

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

<p>CSF 1: Coherent Curriculum and Assessment</p>	<p>The campus follows our guaranteed and viable curriculum TEKS Resource System. In addition to district-wide 9 week interim exams 2nd-5th, HES is creating and administering Common Assessments at frequent intervals. The campus will also provide a STAAR Release test in early spring 2018. After each exam, teachers and the administrative teams review the data to make data-driven decisions. Teachers will present their data to their teams and administration.</p>
<p>CSF 2: Leadership Effectiveness</p>	<p>Leadership has created intentional systems for collaboration through Professional Learning Communities and after school meeting opportunities. Leadership leads by example and is highly visible on campus as evidenced by walkthroughs and PLC and planning participation. Leadership turns around TAIS professional development and attends professional development with staff.</p>
<p>CSF 3: Teacher Quality</p>	<p>District opened up all positions at the end of the 2016-2017 school year and offered a Turnaround Campus stipend to recruit and retain high quality staff. The campus is investing in supporting and building teacher capacity through weekly PLCs, professional development, and constant walkthrough feedback.</p>
<p>CSF 4: Family/Community Engagement</p>	<p>HES has a parent specialist and Communities in Schools to assist with family/community engagement. In addition, family nights have been and will continue to be held to engage parents and community in the academic and social emotional focus on campus. Communication is sent out to parents in English and Spanish. The MAPSS process had a parent survey and the district will send out a parent satisfaction survey in spring 2018.</p>
<p>CSF 5: School Climate and Culture</p>	<p>With the reassignment of staff entering the 2017-2018 school year, school climate and culture has been an emphasis. Leadership seeks feedback often. An example is a consensus gram that was conducted at the beginning and middle of the year allowing staff to provide input on campus climate and the MAPSS survey provided input. The administrative team provides treats and positive reinforcers to staff. They are available to staff before, during, and after school. They are an active part of PLCs and planning alongside staff.</p>