

Campus Turnaround Plan

District Name:	Marlin ISD	County-District Campus Number (CDCN):	73903
Campus Name:	Marlin Junior Academy	Grades Served:	Grades 5 through 8

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Van LeJeune	DCSI
Brenda Marek	PSP
Patti Ward	Principal

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:
Patti Ward	Principal
Michael Seabolt	Superintendent
Remy Godfrey-Hodge	Asst. Superintendent

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.

Before Dr. Seabolt became the Superintendent, teachers were not held accountable for student performance. Administrators and faculty blamed the problems of the district on the students and the community. Instruction was very poor, and there was no viable curriculum or instructional system in place. Since there were no Positive Behavior Intervention Strategies (PBIS), teachers used negative consequences such as shouting at the entire class and humiliating students for minor infractions, which alienated students and parents. Students who were capable of passing State assessments took the opportunity to transfer to surrounding school districts, resulting in the loss of nearly one-third of the more capable students leaving Marlin ISD. Because of declining enrollment and the absence of accountability on teachers, Marlin became the employer of last resort for the surrounding counties, employing teachers who could not find jobs in any other school district. Like the students, the majority of effective teachers also left for jobs in surrounding districts in order to teach students who were easier to teach and for higher salaries. This left Marlin with a combination of poor leadership, ineffective teachers, and the most difficult to teach students. These problems were masked for years by a TEA appointed monitor who routinely made false reports to the TEA and the Board, painting a picture of the district that was totally inaccurate. The new Superintendent, Dr. Seabolt, made the district student-centered, holding teachers and administrators accountable for student performance. This new focus on teacher accountability caused ineffective teachers and administrators to resign or be non-renewed. A viable State aligned curriculum, the TEKS Resource System (TRS) was put in place and an effective instructional system, The Foundation Trinity, was used to plan lessons, observe and coach teachers on effective instructional techniques and perform regular checks of student learning. A new Principal was hired who would hold the teachers accountable for student performance. Over the last two years, Marlin Junior Academy has attracted and retained good teachers by raising the teacher salaries to the highest in the area and being very selective on which teachers are allowed to stay. Over a hundred thousand dollars have been used to hire instructional coaches and enhanced technology systems. The "Foundation Trinity" has helped teachers focus in on the right things to teach, effective teaching strategies, and RtI strategies. STAAR scores have improved steadily under the new system. The culture and climate are much improved by the use of Positive Behavior Intervention Strategies (PBIS).

Include the campus vision.

The Marlin Junior Academy Vision is closely aligned with the Lone Star Governance philosophy which says that "Student outcomes don't change until adult behaviors change." The faculty, staff and administration are now student-centered as opposed to the previous administration's teacher-centered philosophy. This focus on improving student outcomes will ultimately result in improved student performance on State Assessments.

Needs Summary and Turnaround Plan

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

The root causes identified were 1.) Student academic deficits required more effective instruction. After the first year under the new Superintendent, many ineffective teachers left the district. These teachers were replaced with more qualified and effective teachers. These new teachers needed to be trained to use the instructional best practices and to use the District's Instructional System. The educational deficits the Students of Marlin have accumulated over the past several years and need to be addressed with increasing proficiency over time to remediate the student's success on State accountability assessments. 2.) Poor classroom management interfered with effective instruction. As stated in the historical narrative, the teachers previously had no training in Positive Behavioral Intervention Strategies (PBIS). While the systems are currently in place, and discipline referrals dropped 50% last year, classroom disruptions are at a higher level than they should be.

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

This is not a new turnaround plan, as these policies and practices have been in effect for the last two years. Accountability results, while not up to standard, have made significant gains over the last two years, as a result of these turnaround strategies. For root cause #1, We will implement with proficiency, our District's instructional system, the Foundation Trinity. The Foundation Trinity is an instructional system that is based on the TEKS Resource System (TRS). The three main components of the Foundation Trinity are a.) Engaging student-centered instruction using instructional best practices, such as Marzano's strategies and the Fundamental 5. b) Frequent classroom walkthrough protocols to insure that those strategies and TRS guidelines are being performed at the correct rigor. Approximately 40 walkthroughs at each campus per week is average, are conducted by the Campus and District administrators. c) Curriculum Based Assessments (CBA) are given every three weeks to check to see if the students learned the material they were taught for the past three weeks. CBA results allow the teacher to see which topics need to be re-taught and which students need additional support. This system has led to impressive growth of our students on classroom success and gains in State accountability. For root cause #2, we will implement an effective PBIS strategy. The previous administration moved the 5th grade class from the Primary Academy to the Junior Academy. Another possible strategy to help the Junior Academy will be to move the 5th grade back to the Primary Academy. 5th grade students, in general, are not at the maturity level to be able to cope with the less structured climate of the adolescent students typically found at the Junior Academy. The 5th grader's lack of maturity in the Junior Academy environment might leave the 5th grade students unprepared to succeed academically as compared to 5th graders in a more structured Primary School environment.

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

Using the "Foundation Trinity" as described previously, will lead to the effective instruction of student expectations aligned to State standards. The use of frequent administrative classroom observations will insure that engaging, student-centered strategies are taking place in the classroom. CBAs will allow students to demonstrate what they have learned, and let the teachers know which student expectations they need support in. Using Conscious Discipline as a PBIS system will insure that student problems will be handled by a responsible adult, who has positive strategies to overcome situations that arise in the classroom. In this way, classroom disruptions and office referrals will be reduced. The use of computer based monitoring system (iReady) will be used to assess student growth in Math and Reading, identifying trends and needs of students in order for teachers to address problems as soon as possible.

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?

The "Foundation Trinity" Instructional System has built-in procedures that insure effective implementation of engaging student-centered instructional strategies. These procedures include: Creating lesson plans based on the TRS and delivering these student centered lessons daily. The daily implementation of these high rigor lessons are frequently observed by administrators, who use the results for coaching the teachers. The CBAs are given on a three week schedule and the student responses are analyzed to guide additional instruction. The change in policy regarding the manner in which teachers interacted with students resulted in much more safe and civil classrooms, a change that is still improving as teachers and students redefine their roles. Teachers are responsible for making the classroom a safe place to be, and the student's role is to keep it that way.

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)	Professional development on effective instructional strategies, the Fundamental 5, TRS aligned	Teacher In-service 2018-2018 and 2018-2019	Asst. Superintendent				Select	
	Conscious Discipline PD	Teacher In-service 2017-2018 and 2018-2019.	Asst. Superintendent				Select	
							Select	
							Select	

Intermediate: (Implementation)	Instructional planning, coaching and modelling.	Throughout the 2017-2018 and 2018-2019 school years	Principal, teacher-leaders				Select	
	Improve campus climate through PBIS	Throughout the 2017-2018 and 2018-2019 school	Teachers, campus Admins				Select	
							Select	
							Select	
Long-Term: (Results)							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>
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?*

The turnaround strategy has been a systemic change that began with the 2015-2016 school year and is being continually refined. The first major systemic change that took place in the 2015-2016 school year was the ideological change from keeping teachers happy regardless of their instructional effectiveness, to let's do what is right to help children succeed, even if it makes ineffective teachers uncomfortable. By the end of the 2015-2016 school year, quite a few ineffective teachers and teachers who did not agree with the changes left. Administrative changes were also made. Salary increases and active recruiting of effective teachers transformed the campus atmosphere during the 2016-2017 school year. Instructional effectiveness and student achievement showed significant growth as the "Foundation Trinity" processes and procedures took root. Rather than have the most effective teachers serve as instructional coaches who worked outside the classroom, these more capable teachers were returned to the classroom to teach students as well as act as mentors and teacher-leaders on the campus. Grade level teams meet every three weeks with instructional coaches to plan together and share resources. These meetings help teachers stay on pace with the TRS and align the lesson content with State standards. Marlin ISD uses the Lone Star Governance framework to insure that leadership and student performance is on track to meet the District's goals.

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

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 new skills)	Professional development on effective instructional strategies, the Fundamental 5, TRS aligned	Teacher In-service 2018-2018 and 2018-2019	Teacher leaders, campus administration				Select	
							Select	
							Select	
							Select	

Intermediate: (Implementation)	Grade level teams will meet regularly to plan lessons that align to State standards.	Throughout the 2017-2018 and 2018-2019 school	Teacher-leaders, Campus administration				Select	
							Select	
							Select	
Long-Term: (Results)							Select	
							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.)

The current staff is results oriented and data driven. Student success is monitored and measured frequently, and the results are displayed prominently in the campus data room. The faculty receives regular training on instructional best practices using strategies outlined in the book **The Fundamental 5**, by Cain and Laird, and **Effective Classrooms that Work** by Marzano. Teachers and administrators use the web-based student monitoring system, eduphoria, iReady, and PowerWalks to monitor student growth and their personal progress in using the strategies outlined in the previously mentioned resources.

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 (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Professional development on effective instructional strategies.	Teacher In-service	Teacher leaders, campus administration				Select	
							Select	
							Select	
							Select	
Intermediate: (Implementation)	Use eduphoria, iReady, and Powerwalks to monitor student progress and adjust instruction to meet student needs.	Throughout the 2017-2018 and 2018-2019 school year.	Teachers, campus administrators, district administrators.				Select	
							Select	
							Select	

							Select
Long-Term: (Results)							Select
							Select

Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	Check in date: <enter date>	<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?*

The Superintendent meets weekly with Directors and Principals to share the vision of the district and to make adjustments to procedures as needed. The Superintendent also goes over data gathered by both CBAs and powerwalks. Results of this data is discussed and short term goals are determined to improve teachers effectiveness and student performance. Principals meet regularly with teachers to use CBA results and PowerWalks data to coach teachers on how to increase effective instructional strategies. Student progress data is presented to the faculty on large charts in the data room and presented to the board monthly by the Assistant Superintendent.

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)	Administrative meetings to go over the main components of the Foundation Trinity instructional	During the months of June - August.	Superintendent, Asst. Superintendent.				Select	
							Select	
							Select	
							Select	
Intermediate: (Implementation)	Principal meetings with teachers to discuss CBA and PowerWaks data	Throughout the 2017-2018 and 2018-2019 school	Principals				Select	
							Select	
							Select	
							Select	
Long-Term: (Results)							Select	
							Select	

Communication Implementation Status:	Check in date: <enter date>	<Enter Text>
Communication Implementation Status:	Check in date: <enter date>	<Enter Text>
Communication Implementation Status:	Check in date: <enter date>	<Enter Text>
Communication Implementation Status:	Check in date: <enter date>	<Enter Text>

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

Category	Amount	Description
Payroll	NA	The turnaround plan does not involve additional funds, but is a continuation of an effective instructional system and high quality teachers.
Professional Development	NA	The turnaround plan does not involve additional funds, but is a continuation of an effective instructional system and high quality teachers.
Supplies and Materials	NA	The turnaround plan does not involve additional funds, but is a continuation of an effective instructional system and high quality teachers.
Other Operating Cost	NA	The turnaround plan does not involve additional funds, but is a continuation of an effective instructional system and high quality teachers.
Capital Outlay	NA	The turnaround plan does not involve additional funds, but is a continuation of an effective instructional system and high quality teachers.

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

CSF 1: Coherent Curriculum and Assessment	Coherent Curriculum is based on the TEKS Resource system. Teachers plan their lessons based on the scope, sequence, rigor and timeline of the TRS. Curriculum Based Assessments are administered every three weeks to determine student success in mastering the key concepts needed to meet State standards.
CSF 2: Leadership Effectiveness	Leadership effectiveness is monitored by regular classroom observations by the Superintendent, Asst. Superintendent and Director of teaching and learning. During these observations, feedback is given to the principals, who provide direction to the teachers. Leadership decisions are based on actual observations and student achievement data.
CSF 3: Teacher Quality	The quality of instruction is measured by frequent administrative observation of the instructional strategies being used in the classroom as well as the performance of students on the CBAs. Classroom management techniques are also assessed during the administrative observations.
CSF 4: Family/Community Engagement	A series of open houses, meet the teachers, musical programs, Black History Month program, and other displays of student performance increase the regularity of parent involvement on the school campuses.
CSF 5: School Climate and Culture	School climate is determined by the actions of adults. The use of PBIS strategies along with the efficient use of class time and efficient procedures create a culture of learning and respect for students. This culture lends itself to an academic atmosphere which encourages student collaboration and communication. These instructional techniques have demonstrated good results in increasing student performance.