

Campus Turnaround Plan

District Name:	Houston ISD	County-District Number (CDN):	101912
Campus Name:	Dogan Elementary	Campus Number:	140
Grades Served:	PK,K,1,2,3,4,5	Date of Board Approval:	6/9/2016
Consecutive School Years Rated Academically Unacceptable/Improvement Required:			3rd Year IR

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Silvia Trinh	District Coordinator for School Improvement
Erick Pruitt and Judy Koch	SSO and PSP
Tarrieck Rideaux	Principal
Kristi Burleson	Parent
Angie Alexander	Counselor
Angelina Steward	Teacher
Whitney McIntosh, Luisa Guerra, Ben Gibbs	Teacher Specialist

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.

Dogan's student population comes from an historically impoverished community (The Historic Fifth Ward of Houston). Several neighboring elementary schools in The 5th Ward are also low performing. The students come to us with usually little to no early childhood academic skills. Our demographic makeup includes 65% Latinos, 35% African-American, 45% of our Latinos are English Language Learners. The community family income average is below the poverty line and the school must frequently provide the school supplies needed for classroom participation and learning. In some extreme cases (10% of the population) we provide meals for the home as well. Dogan is located in a high crime and drug area. A major re-occurring problem is recruiting and retaining teachers with the capacity to consistently develop and execute rigorous and appropriate lessons that provide for increased scholar output. This historical lack of teacher capacity has lead to an increase in teacher frustration and turnover. These problems have been pervasive across all grade levels. Three years ago, the school received a new principal to begin the work of building a positive school culture, meeting our students' hierarchy of needs and ensuring that every student receives exemplary instruction as well as providing teachers with the professional development, coaching and support needed to be a rock star teacher.

Needs Summary and Turnaround Plan

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

We have not been effective in monitoring the implementation of PLC planning or professional development learning in the classroom.

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Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>		Impacted Critical Success Factors (CSFs):	
<p>Instead of a "broad stroke" approach to professional development, we will establish processes and procedures for providing systematic and consistent professional development, coaching and support to all teachers and school leadership, focusing on the individual needs of each teacher and the school's needs. Therefore, we will revamp our PLC protocols to reflect an emphasis on using data to truly focus us on "what needs to be taught", "when it needs to be taught", and "how it needs to be taught". This turnaround initiative will also include a systematic and consistent approach to monitoring for implementation of plans developed during PLCs and implementation of professional development learning in the classroom.</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 checked="" type="checkbox"/> CSF 5 - Family/Community Engagement	
		<input 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>Meeting individual needs of teachers is paramount to lesson delivery and this turnaround initiative will include a plan for teacher support and monitoring of instruction. While we have performed classroom observations and walkthroughs in the past, we have not consistently and effectively provided immediate teacher feedback and coaching and we have not effectively utilized the talents of our lead teachers in improving instruction. A new approach to PLC's will include leveraging the planning skills of our lead teachers to drive the PLC meetings. Having an expert in both content and grade level knowledge to lead the PLC planning will result in development of more effective lessons. This will result in increased collaboration among teachers. Administrators and lead teachers will collaborate on "look-fors" in the classroom. This will include implementation of both lessons planned in PLC's and professional development learning that is a product of PLC's. Both lead teachers and administrators will take part in classroom observations and will provide timely feedback and coaching for teachers. These improved and consistent efforts will result in more effective teaching and learning and subsequently, improved student performance. Focusing on these support and development systems will build teacher capacity and will drive the change needed to sustain growth and excellence and will result in our exiting IR in two years.</p>			
Processes/Procedures: <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			

Campus Turnaround Plan

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The following processes and procedures will be needed:

- o The leadership team will develop a plan for analysis of end of year results and teacher qualitative data that will form the basis for individual teacher interventions in the summer. This data will also form the basis for development of the 2016-2017 Targeted Improvement Plan around teacher development
- o We must develop a plan that will include 2nd order change strategies (different and more dynamic than in the past) for improving the climate and culture on the campus so that we keep our teachers and students motivated about learning throughout the entire school year and so that we retain our teachers after we “grow” them. Specific activities developed in the plan will be included in the 2016-2017 Targeted Improvement Plan.
- o While we have held regular PLC meetings in the past in which data has been analyzed and lesson plans developed based on what the data is telling us, we have not consistently monitored to ensure that plans that come out of PLC planning are implemented with fidelity in the classroom. Therefore, we need a “new and improved” monitoring plan that ensures regular and consistent walkthroughs, observations and coaching sessions. This coaching model will be “non-negotiable” on Dogan’s campus. While the district teacher appraisal system will certainly be followed, an additional plan will be developed which includes true, formative coaching that does not include TADS components in order to “grow” our teachers in a more focused and effective way.

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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 order for the school community to understand, have buy-in and be inspired to support the campus, they need to first have complete understanding of Dogan's vision: At Dogan Elementary School we achieve academic and behavioral excellence by delivering challenge in inspiring, and purposeful instruction within a consistent, respectful, and no excuses learning environment.

*Do the right thing *On time and prepared to learn * Literacy
 *Perserverance * High Achievement *Integrity
 *No Excuses *Success

This vision forms the basis for our turnaround efforts. As we improve classroom instruction we will have high achievment and success. Both the vision and the turnaround initiative will become an integral part of all communications including:

- It will be displayed prominently on our website;
- It will be displayed in the front of the school in both languages;
- It will be the opening statement of all daily announcements after the both pledges so that it is kept as a primary focus of our campus;
- It will be displayed at the top of the school letterhead;
- It will be shared with the staff on the first day of inservice and all activities will be focused on supporting the vision and the turnaround plan;
- The vision will be stated at the beginning of all school assemblies and all parent/community meetings;
- Regular parent/community meetings will be held to review progress on our turnaround plan;
- The turnaround plan progress will be reviewed quarterly throughout the two years of the plan in both parent/community meetings where opportunities for stakeholder input is provided and progress on the plan will be posted on the website quarterly.

Progress on the turnaround plan will be reviewed with teachers each 6-week period and teachers will have the opportunity to provide input and make decisions based on the progress.

Additionally, teachers will receive regular feedback following observations and walkthroughs and will have the opportunity to take part in two-way communication regarding how to improve student learning and performance in the classroom. This will be accomplished through one-on-one meetings with administrators and in PLC planning meetings. Two-way communication will promote ownership in decision making.

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?*

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Dogan will completely transform the leadership structure of the campus to focus efforts on teacher support and development. The root cause is our continuing need to build teacher capacity and we must now develop a plan that addresses this differently from the past-- an aggressive approach to supporting the vital role of teachers will be structured around that need. The new structure will include a leadership team composed of the school leader and teacher specialists to support teachers and a new plan for administrators, Teacher Leaders and Teacher Development Specialists to monitor implementation of PLC plans and professional development learning in the classroom. A professional development and PLC calendar will be developed which provides teachers with the planning and professional development support needed. This plan will also contain a "monitoring" component -- we will develop a calendar that holds all administrators and team leads accountable for observing and coaching teachers. The district will also provide additional support. The School Transformation Office provides a School Support Officer (SSO) who will serve as liaison between the campus and the Central Office. If the district resources include an SSO who is assigned to our campus, he/she will meet with the principal (and other campus leaders) weekly to monitor programs and performance, review progress and campus needs. He assists the campus in securing the District-provided professional development needed by the campus. The District provides the data management system for the campus to use for access to data reports after assessments. The District works with the campus to provide the reports in the format needed by the campus. The District coordinates the use of PSPs on the campus and the use of district-provided Instructional coaches from HISD's Curriculum and Development Department. Additionally, the District provides a Special Education Program Manager who works alongside campus leadership to develop coordinated support plans based on campus special education data, campus needs and district priorities. The District provides support from social workers, school psychologists and educational diagnosticians on an as-needed basis to address prevention and intervention services. The District Human Resources Office assists our campus in locating and interviewing potential teachers for our campus, keeping in mind that the candidate must be able to work with "children of poverty".

DISTRICT SUPPORT

TDS Support

2015-2016 School Year

1. Teacher support identified by principal.
2. Professional development to selected teachers.

2016-2017 School Year

1. Provide school-wide professional development support in math, science, reading, and writing.
2. Campus level teacher instructional support identified by both principal and sso.

SSO Support

2015-2016 School Year

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.)*

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The staff required to implement the plan include:

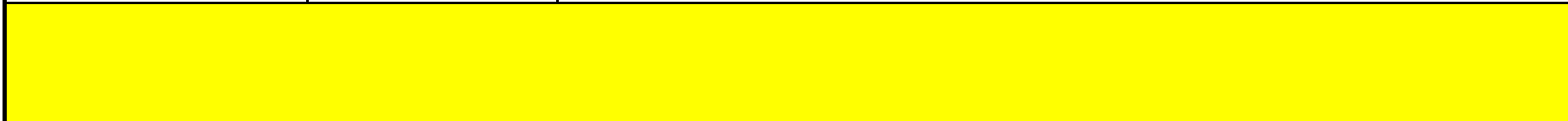
- Principal – Principal monitors implementation of the turnaround plan and the subsequent Targeted Improvement Plan which will outline the specific strategies needed to implement the turnaround plan. The principal along with teacher specialists will monitor effective implementation of the PLC's.
- Counselor - Whose duties within the Turnaround Plan will be to act as the coordinator for intervention plans and serve as a community liason for students, families and the community and will lead the development of a dynamic plan to improve school culture and climate.
- Lead Teachers – This will be a new position for our campus and will be filled with existing staff. The budget item is already in Dogan's budget. These selected teachers will provide guidance and leadership at the grade level aligned to the vision of the school and the Turnaround Plan and will develop a plan for regular review of progress on the Turnaround Plan.
- Teacher Specialists – The specialists provide coaching and development support to teachers. Their role in the Turnaround Plan will be to develop a professional development plan for "coaching" following teacher observations and walkthroughs which provides a more immediate feedback system and follow up than we have provided in the past. Teacher Specialists will be held accountable by the principal on developing and implementing the coaching plans for teachers. Teacher Specialists along with the principal will be responsible for monitoring the PLC's.

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

Category	Amount	Description
Payroll	0	No new budgeted positions
Professional Development	\$100,000.00	Although they 2016-2017 budget has not been approved, it is reasonable to anticipate an amount for professional growth and development including teacher capacity as it was the principal root cause for the multi-year status of IR. (2 Years of Turnaround Plan Implementation. No new funds are required.)
Supplies and Materials	\$10,000	This is the amount anticipated for supplies and materials to successfully implement this plan. (2 Years of Turnaround Plan Implementation. No new funds are required.)
Other Operating Cost	\$4,000	Lead Teacher Stipends. (2 Years of Turnaround Plan Implementation. No new funds are required.)
Capital Outlay	\$0	No new budgeted positions



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<Enter Text>

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<Enter Text>	<input type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction)
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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?*

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<Enter Text>

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<Enter Text>

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Payroll		
Professional Development		
Supplies and Materials		
Other Operating Cost		
Capital Outlay		