# Campus Turnaround Plan

## District Name:
Fort Bend ISD

## County-District Number (CDN):
101-079-907

## Campus Name:
Briargate Elementary

## Campus Number:
113

## Grades Served:
K-5

## Date of Board Approval:
10-Apr-17

### Consecutive School Years Rated Academically Unacceptable/Improvement Required:
2nd Year IR

### Professionals Responsible for Campus Turnaround Plan Development:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillys Hill, Molly Cordeau</td>
<td>DCSI, PSP</td>
</tr>
<tr>
<td>Marla Sheppard, Deanna Olson</td>
<td>Assistant Superintendent, Principal</td>
</tr>
<tr>
<td>Whitni Bailey</td>
<td>Strategic Planner</td>
</tr>
<tr>
<td>Anesta Richards-Machoka, Johnice Jackson</td>
<td>Literacy Interventionist, Academic Interventionist</td>
</tr>
<tr>
<td>Shelia Lane</td>
<td>Special Education Master Teacher</td>
</tr>
<tr>
<td>Pedra Ane, Kenyatta Gaines</td>
<td>Counselor, Campus Compliance Coordinator</td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Role</th>
<th>Years in current role</th>
<th>Last 3 roles</th>
<th>Area(s) of work expertise: (do not include degrees earned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marla Sheppard</td>
<td>Assistant Superintendent</td>
<td>1</td>
<td>High School Principal, Middle school Principal, Dean of Students</td>
<td>Leadership, Math</td>
</tr>
<tr>
<td>Deanna Olson</td>
<td>Principal</td>
<td>1</td>
<td>Principal, Assistant Principal, TAP Master Teachers</td>
<td>Leadership, Elementary Education</td>
</tr>
<tr>
<td>Sonya Evans-Williams</td>
<td>Assistant Principal</td>
<td>1</td>
<td>Assistant Principal, 5th Grade Teacher, 1st Grade Teacher</td>
<td>Leadership, Elementary Education, Literacy</td>
</tr>
<tr>
<td>Whitni Bailey</td>
<td>Strategic Planner</td>
<td>1</td>
<td>4th Grade Teacher, 2nd Grade Teachers, Site Coordinator</td>
<td>Elementary Education, Data</td>
</tr>
</tbody>
</table>

## Turnaround Plan Attestation Statements

- By checking the box, we attest that if a new principal is hired on the campus prior to or during the implementation of the turnaround plan, the district must notify the agency immediately and ensure that the new principal will implement the commissioner approved plan.

These trends of underperformance occurred because the school has struggled to establish and maintain the critical success factors necessary for an effective school. Specifically, the school has had difficulty in the following critical success factors: (1) hiring and retaining highly qualified staff with the capacity to successfully teach and close academic gaps among diverse students from poverty, as evidenced by numerous unfilled teacher vacancies and ongoing challenges in hiring staff; (2) difficulty in establishing school leadership that could successfully develop and lead a culture of high expectations with successful outcomes, as evidenced by a lack of consistent, monitored instructional systems for an effective school; (3) failure to successfully utilize data to make instructional decisions necessary to meet students’ needs, as evidenced by ineffective professional learning communities that lacked focus to address the underperformance and lack of academic improvement that resulted in increased learning gaps; (4) difficulty in providing instructional strategies, maximizing instructional time, and establishing classroom management that resulted in the effective teaching of literacy skills and science content and scientific vocabulary, as evidenced by a trend of decreased student achievement in reading and science performance; (5) failure to establish a positive school climate that motivated and inspired students to increase their academic performance by taking ownership of their progress, as evidenced by an increase of out of school suspensions from 2013-14 to 2014-15 (68 to 77) due to students’ misconduct; (6) failure to successfully and routinely communicate and include parents as partners in their children’s educational progress as evidenced by the Parent Involvement Historical Hourly Report; (7) lack of previous school staff following the process to appropriately identify students for special education and dyslexia support services as evidenced by the number of students qualifying for these services this school year. These problems with improving the critical success factors were both pervasive and systemic; therefore, the under-performance was not limited to a specific content area, but negatively impacted the entire instructional program and challenged the school as a learning organization.
The systemic root cause we have found is the lack of capacity, resources, staff, and time needed to serve the high percentage of students in need of tier 2 and tier 3 interventions. Although Briargate was re-staffed for turn around this school year, utilizing a rigorous hiring process that measured effectiveness and efficacy to identify staff members, the school continues to need adequate systems and resources in order to address the social, emotional, and academic needs of the students. Despite the increased quality of tier 1 instruction, we lacked the capacity, resources, staff, and time to serve the high percentages of students in need of tier 2 and tier 3 intervention.

**Turnaround Initiative:** Describe your systemic approach for turning around the campus.

Students and community stakeholders of Briargate Elementary School face many challenges that impact student success: economic challenges, mobility, parent/community support, difficulty hiring/retaining quality staff to bring about positive academic outcomes, leadership for a positive school culture, and support systems for students whose academic gaps have grown over time. These challenges are systemic and permeate all aspects of teaching and learning at the school; therefore, a Turn Around Initiative based on a philosophy of teachers’ resiliency in teaching and students’ resiliency learning is needed, in addition to a transformational school model for systemic improvement. The Turnaround Initiative determined to provide school wide transformation and academic support for improvement in all Critical Success Factors for effective schools is known as “Educators Dedicated to Growing Excellence” (EDGE). EDGE is a school reform model designed to recreate systems and re-staff the teaching staff and leadership of the school through a rigorous process that results in school-wide transformation.

With a trend of underperformance, the district elected not to risk another year without academic improvement and did not wait for the mandatory state requirement for Turnaround Plan development. Noting the lack of teacher and student resiliency, which directly impacts teacher and student efficacy and the difficulty in providing quality instruction for students, and effective leadership for the school, the EDGE model of school transformation was implemented during the beginning of the 2016-2017 school year. The EDGE model restructured the campus to address areas of improvement related to the Critical Success Factors (CSFs): (1) improve academic performance, (2) increase the use of quality data to drive instruction, (3) increase leadership effectiveness, (4) increase learning time, (5) increase family and
community engagement, (6) improve school climate, and (7) increase teacher quality.

INCREASE TEACHER QUALITY and INCREASE LEADERSHIP EFFECTIVENESS (CSF): A new and rigorous hiring process was implemented for the EDGE school during Spring 2016 in order to address the challenge of hiring and retaining quality teachers and to hire a new campus leader, who would unify a new staff in building a new, positive culture of high expectations and lead successful implementation of the campus Turnaround Initiative. The district supports this staffing/compensation model that is exceptional and unique to the Improvement Required EDGE school. Recruiting and retaining a quality teaching staff, EDGE is based on a staffing/compensation model that provides large monetary stipends for highly qualified teacher-leaders who embed coaching and professional development in their grade level teaching teams. Grade level teams are staffed with master, mentor and EDGE teachers through a hiring process and qualifications that exceed other district teaching positions. Master teachers require the highest hiring qualifications and assume the most instructional responsibilities as coaches and leaders for the grade level teaching teams, followed by mentor teachers who also have additional quality hiring requirements and team responsibilities. In the staffing model, each team also has EDGE teachers, who have less experience, but exhibit strong skills, meet additional requirements, and have potential to become future mentor and master teachers with support from current master/mentor teachers. All EDGE teachers receive additional, ongoing professional development in the components of the EDGE Turnaround Initiative.

IMPROVE ACADEMIC PERFORMANCE (CSF): Teachers in this staffing model also plan collaboratively in professional learning communities (PLCs), where data-driven planning guides lesson design, pacing, and flexible grouping of students among teachers to provide targeted support for students’ specific learning gaps, noted from formal and informal Tier I instructional assessments. The flexible grouping within the grade level is paramount to the success of EDGE, and the collaborative teacher planning provides both quality instructional planning and data tracking of students’ progress to guide instructional decisions, including the student composition of the flexible grouping so that instructional groupings and instructional adjustments address students’ specific learning needs by maximizing each teachers’ teaching strengths. Therefore, flexible student grouping and PLCs with shared teaching responsibility for the flexible groups promotes both teacher and student resiliency, as the team of teachers share responsibility for the learning and success of all students, rather than being responsible only for their assigned classroom of students. This model also builds students’ learning resiliency, as students have multiple opportunities to learn content and may have it presented by a variety of teachers, thus, building students’ academic persistence and confidence while targeting individual learning needs.

Another important and innovative component of the EDGE Turnaround Initiative is the Action-Based Learning Lab (ABL). The ABL is an innovative learning environment, designed to prepare the brain for learning by engaging students in sensory stimulation activities, reinforcing academic concepts through physical activity, while also increasing students’ social skills, self-awareness, and self-esteem. In the ABL students are engaged in three components: challenge, feedback, and physical activity.
INCREASE THE USE OF QUALITY DATA TO DRIVE INSTRUCTION (CSF): When tracking students’ academic progress to plan instruction in the PLCs, teachers utilize a research-based method, the Framework for Intentional Teaching (FIT). Teachers utilize both innovation and professional expertise while providing clear learning intentions, teacher modeling, and guided instruction. Utilizing FIT, teachers also determine resources, the instructional situation, and strategies through a deliberate process that allows students’ current academic performance and engagement to guide instructional decisions.

INCREASE LEARNING TIME and INCREASE FAMILY and COMMUNITY ENGAGEMENT (CSF): Noting the need to engage students, maximize time and at the same time provide support for families that may have additional challenges associated with economic challenges and after-school care, EDGE also includes a Club EDGE extended day program with after school snacks, physical activity, homework support, and tutorials.

Since EDGE implementation and the re-staffing of the school has been in place less than a year, and state-mandated assessment has not yet occurred, additional assessments must guide efforts for refinement within the Turnaround Initiative. As with any systemic change, areas for continuous improvement surface throughout the implementation. The following are further improvements recommended in this Turnaround Initiative for 2017-2018 implementation:

IMPROVE ACADEMIC PERFORMANCE, INCREASE LEADERSHIP EFFECTIVENESS, and INCREASE LEARNING TIME (CSF): We started the 2016-2017 school year with 86% of students qualifying for tier 3 math interventions and 73% of students qualifying for tier 2 or tier 3 reading interventions. Of the 262 students qualifying for reading tier 2 and tier 3 services, only 70 were able to receive the most intensive intervention services due to staffing. Likewise, of the 309 students qualifying for math tier 3 services, only 34 were able to receive the most intensive services due to staffing. In order to address this need and the above mentioned CSFs, we will be adding a literacy interventionist and a math interventionist and a Lead Master Teacher.

These three positions will assist in the support of additional tier 2 and tier 3 support to students in need. The literacy and math interventionist will deliver small group, strategic instruction to students in all grade levels in order to close gaps in learning. The Lead Master Teacher will also deliver small group, strategic instruction to students, as well as support students in the tier 1 setting while providing Master and Mentor teachers the opportunity to coach other teachers in the classroom setting, thus stemming the trend of increased tier 2 and tier 3 students.

IMPROVE ACADEMIC PERFORMANCE, INCREASE LEADERSHIP EFFECTIVENESS, INCREASE LEARNING TIME, SCHOOL CLIMATE, and TEACHER QUALITY (CSF): As of February 2017, we have 48 Out of School Suspension (OSS) days due to discipline referrals and 3 students in Disciplinary Alternative Education Program (DAEP). We also have over 30 students on behavior contracts. This demonstrates our need for systematic approaches and resources to address student behavior. A part time social worker (.5 FTE) and a part time behavior specialist (.5 FTE) will be added to our campus to address and support students with
A part-time behavior specialist (.5 FTE) will be added to our campus to address and support students with behavioral issues that are hindering their ability to fully engage in lessons. In addition to the added positions, staff members will participate in Positive Behavior Intervention and Supports (PBIS) and/or CHAMPS and Restorative Discipline trainings in the beginning of the school year and/or ongoing through the school year to create universal campus behavior norms. The programs will be monitored on a regular basis for effectiveness using discipline data.

IMPROVE ACADEMIC PERFORMANCE, INCREASE THE USE OF QUALITY DATA TO DRIVE INSTRUCTION, INCREASE LEADERSHIP EFFECTIVENESS, and INCREASE TEACHER QUALITY (CSF): A campus based survey on formative assessments was conducted including responses from 12 teachers in grades K-5 at Briargate Elementary. Through this survey, we found the following:

- Only 42% of the teachers use a form of daily formative assessments.
- 72% of the teachers use paper assessments for regular, ongoing formative assessments. 45% of the teachers use other methods of formative assessments.
- 58% of the teachers use formative assessments to group/regroup their students, 50% of the teachers use formative assessments to inform them of their students' knowledge, 33% of the teachers use formative assessments to reteach concepts and skills.

To address this need, a strategic planner position will be utilized, in part, to create and maintain systematic progress monitoring tools and procedures to support consistency of best practices in all classrooms. This position will also help teachers disaggregate their data and move children through interventions based on data, stressing data-driven instruction/interventions to meet learning gaps of individual students.

Outcome: Describe how the turnaround initiative will resolve the identified systemic root cause.
The systemic root cause of Briargate’s trend of underperformance is due to poor quality tier 1 instruction, which resulted in a significant and increasing number of students needing tier 2 and tier 3 services. This issue is addressed through the EDGE Turnaround School Improvement Initiative. The district developed and implemented a Turnaround model called EDGE during the 2016-2017 school year. EDGE provides quality teaching through a rigorous teacher recruitment and compensation model that the district designed as an exception to ensure quality instruction for IR (improvement required) schools. This staffing model includes master teachers, that require high levels of teacher competency and assume some instructional leadership. The model also allows for mentor teachers who also require a higher level of teacher competency and some team responsibilities. These teachers receive ongoing professional development for addressing the needs of students with significant learning gaps, in addition to training for coaching strategies that can be used to support colleagues who are known as EDGE teachers. The EDGE model is designed to develop EDGE teachers to become mentor and master teachers. These teachers plan collaboratively in Professional Learning Communities (PLCs), where data-driven planning guides lesson design, pacing, and flexible grouping to provide targeted support for students. The teachers use the research-based model Framework for Intentional Teaching (FIT), which supports teachers in identifying resources, instructional arrangements, and strategies through a deliberate process that analyzes students' current academic performance and engagement to guide instructional decisions and close students’ learning gaps. By improving the quality of current Tier 1 instruction, the Turnaround Initiative is addressing the root cause of increasing numbers of students qualifying for Tier 2 and Tier 3 intervention.

Current research supports physical activity and brain theory in addressing struggling learners. EDGE includes an action-based learning lab (ABL) that provides an active environment to engage the students and reinforce content through brain resource strategies. This strategy also provides for physical movement that addresses classroom management/discipline challenges by allowing for structured learning movement during the day.

Additional supports that are in place include: an academic interventionist, who provides additional support to students needing tier 2 and tier 3 interventions, two literacy interventionists, grade level paraprofessionals who assist teachers and support students academically in the classroom, a Lead Master Teacher to provide additional coaching and intervention support for Tier 2 and Tier 3 students, a strategic planner to support in data disaggregation, flexible group and student-progress monitoring, and a Licensed Professional Counselor (LPC) with qualifications that exceed the district requirements for a school counselor in order to address the social and economic challenges of Briargate students.

In addition, Briargate is located in an area of high economic challenge and the Club EDGE extended day program supports families that experience challenges associated with economic concerns and the lack of quality after school care by providing snacks, dinner, physical activities, homework support, and tutorials.

The number of students who need tier 2 and tier 3 interventions has steadily grown over the last 3 school years. Although we have addressed the tier 1 concerns, we must address the number of students continuing to need tier 2 and tier 3 support. By implementing this refined turnaround initiative, we will be directly confronting our systemic root cause by: (1) providing more students with additional support with our new Lead Master Teacher, our academic interventionist, and the addition of a second literacy interventionist, (2) analyzing data to track student progress on a regular basis to impact tiered instruction and/or interventions with additional support by the strategic planner to ensure through data-tracking that individual students’ needs are met, (3) implementing consistent, research based interventions across grade levels, and (4) having school-wide support systems for staff and students needing academic, social/emotional and behavioral support through the addition of a half-time behavior specialist and a half-time social worker, who will connect with families, in addition to working with students.

**Processes/Procedures:** *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*
Communications: How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?

Grade level PLC minutes will be submitted to ensure accountability of instructional practices and use of data. In order to increase communication and continue development and improvement of a positive, transparent culture of united stakeholders, school-wide assemblies will be held to communicate upcoming events, birthdays, school norms, etc. Parent/community events and/or academic nights will help to engage in student academics and/or school culture. Additionally, we will communicate school initiatives using newsletters, flyers, emails, school marquee and/or School Messenger. Staff meetings will ensure constant communication and dissemination of information between staff members. Furthermore, we will conduct staff surveys to collect feedback on school culture and academic concerns, allowing staff members to voice any questions, thoughts, or concerns they may have. Briargate will continue working to have open and transparent communication with all staff, parents, administrators, district personnel, community members, and other 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 ensure the EDGE model turnaround initiative will continue to be implemented effectively, the following processes/procedures will be in place:

- Additional Professional Development – Teachers will return to campus before their peers in non-EDGE schools begin their year contract year in order to obtain training in Restorative Training, PBIS, and/or CHAMPS.
- Formative Assessment Training – Teachers will receive further professional development on using assessments to inform instruction through PLCs. District and/or campus personnel will continue to provide training, as needed, to teachers on using formative assessments to provide tier 2 and tier 3 support.
- Universal screeners and/or other identification methods will be used to identify students in need of tier 2 and tier 3 interventions. The progress of students needing interventions will be tracked using a universal progress monitoring tool.
- The strategic planner will support PLC teams in using data to identify effective interventions for tier 2 and tier 3 students.
- Campus-wide Discipline Training (such as Restorative Discipline and/or PBIS/CHAMPS) will be conducted in the beginning of the school year. Staff members will collaboratively create expectations for all areas of campus and will submit their classroom management plan to the campus principal, who will monitor and support implementation of the plan.
- The part time social worker will address psychological and social well-being of students, provide information for staff, and refer students, parents, and school staff to other community resources. The social worker will collaborate with the behavior specialist to impact student behavior in a positive way and work together to plan, teach, and assist students’ in social skill development.
- The behavior specialist will address and support students with behavioral issues that are hindering their ability to fully engage in lessons. He/she will also monitor school-wide universal behavior norms using discipline data and will monitor and facilitate the turnaround initiative, working with the social worker to plan, teach, and assist students in social skill development.
- A defined process and schedule for flexible grouping will be established with the Lead Master Teacher, interventionist and classroom teacher teams collaborating to ensure that students are assessed on an ongoing basis for proper group placement in response to their progress and intervention needs.
The EDGE Turnaround Initiative, implemented 2016-2017 through a complete re-staffing of the school, provided for intensive, targeted instruction through a flexible grouping model, supervised by master and mentor teachers, who also provided coaching and embedded professional growth for increased teacher quality, while an academic interventionist provided intensive intervention support for struggling learners, and a literacy interventionist addressed the needs of struggling readers. However, due to the number of students requiring intensive accelerated instruction, refinements to the original initiative have been planned in this 2017-2018 EDGE Turnaround Initiative, addressing the need for increased intervention support, more consistent intervention practices, increased monitoring and guidance of the flexible grouping structure and increased small group interventions to ensure students’ progress and continuous improvement. The following adjustments are proposed to address barriers experienced during the first-year EDGE Turnaround Initiative implementation, and include the following organizational refinements:

A school-wide flexible grouping schedule will be assigned as part of the master schedule. Campus interventionists and the Lead Master Teacher will assist grade levels with providing interventions. The campus will ensure a campus wide progress monitoring tool to be used in all grade levels. In order to guarantee universality, the campus will create a method of scoring input and reporting for consistency.

In order to empower staff to be responsive in support of the turnaround initiative, staff will return to campus early for additional professional development days before district school year contracts begin in order to obtain training in discipline and formative assessments. Growth, successes, and data will be shared periodically in the data room and/or during staff meetings.

The strategic planner position will be utilized, in part, to create and maintain systematic progress monitoring tools and procedures. This position will also help teachers disaggregate their data and move children through interventions based on data.

The new Lead Master Teacher will be utilized, in part, to support students in the tier 1 setting by providing Master and Mentor teachers the opportunity to coach other teachers in the classroom setting, in order to positively impact and decrease future tier 2 and tier 3 instructional needs. In addition, the Lead Master Teacher will be utilized to provide small group interventions for current Tier 2 and Tier 3 students, utilizing research-based intervention systems, such as Do the Math intervention systems. In response to the large number of struggling readers at the school, the current literacy interventionist’s efforts will be supplemented and more students provided intensive intervention by the addition of a second literacy interventionist in 2017-2018 to close learning gaps in reading.

The Fort Bend ISD Board of Trustees, Superintendent, and district leadership teams realize the importance of understanding the critical success factors surrounding school turnaround, school improvement, in addition to providing local guidance, support, governance, monitoring and accountability in order to meet the state’s improvement requirements for underperforming, Improvement Required (IR) schools. For this reason, the FBISD central administration leaders, including the DCSI, routinely provide to trustees written updates and formal presentations to ensure that this governing body is fully informed for decision-making. The FBISD Board of Trustees is also known for its commitment to ongoing training so that they continue to develop in areas of governance and support for the continuous improvement of the IR schools; therefore, with dedication and oversight for these responsibilities, representatives from the FBISD district leadership team and the Board of Trustees will participate in the TEA sponsored, “Continuous Improvement for Governing Teams” training.

**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.)
In order to ensure the EDGE model turnaround initiative will continue to be implemented effectively, the following existing staff will continue to be in place:

**Principal** – The principal will implement a system of monitoring and facilitation of the turnaround initiative.

**Assistant Principal** – The assistant principal will assist with the monitoring and facilitation of the turnaround initiative.

**Academic Interventionist** - This position will provide math, science, reading, and/or writing interventions for students in all grade levels and monitor and facilitate the turnaround initiative.

**Literacy Interventionist** - This position will provide literacy interventions for students in all grade levels and monitor and facilitate the turnaround initiative.

**Master Teachers** – Master teachers require the highest hiring qualifications and assume the most instructional responsibilities as coaches and leaders for the grade level teaching teams. The master teachers will also provide tier 1 instruction.

**Classroom Teachers** - The classroom teachers will provide tier 1 instruction.

In order to ensure the EDGE model turnaround initiative has additional support to be implemented more effectively, Briargate will require additional staffing support in place:

**Lead Master Teacher** – This position will provide math, science, reading and/or writing interventions, as well as support students in the tier 1 setting while providing Master and Mentor teachers the opportunity to coach other teachers in the classroom setting in order to positively impact tier 2 and tier 3 instruction.

**Additional Literacy Interventionist** - Provide literacy interventions for students in all grade levels and monitor and facilitate the turnaround initiative.

**Strategic Planner** – The strategic planner position will be utilized, in part, to create and maintain systematic progress monitoring tools and procedures. This position will also help teachers disaggregate their data. The strategic planner will guide PLC teams, as needed, in using data in order to provide small group support to students needing interventions and monitor and facilitate the turnaround initiative.

**Social Worker** – This part time position (.5 FTE) will help students work through issues that affect their school performance and behavior. They will also address psychological and social well-being of students, provide information, and refer students, parents, and school staff to other community resources. The social worker will collaborate with the behavior specialist to impact student behavior in a positive way.

**Behavior Specialist** – This part time position (.5 FTE) will address and support students with behavioral issues that are hindering their ability to fully engage in lessons. The behavior specialist will also monitor school-wide universal behavior norms using discipline data and monitor and facilitate the turnaround initiative.

In order to ensure the EDGE model turnaround initiative has additional support to be implemented more effectively, Briargate will require additional resources in place:

**Resources** – Additional intervention resources, Fountas and Pinnel’s Leveled Literacy Intervention system and math intervention materials for school and for home reinforcement will be needed for use by the interventionists.
### How will you allocate campus and district funds for this initiative?

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<tr>
<th>Category</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll</td>
<td>$240,000</td>
<td>1 Lead Master Teacher, 1 Additional Literacy Interventionist, (.5) Social Worker, (.5) Behavior Specialist, 1 Strategic Planner</td>
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<td>Professional Development</td>
<td>$5,000</td>
<td>Restorative Discipline, district presenter; cost of PD materials; additional training days included in District EDGE stipend</td>
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<td>Supplies and Materials</td>
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<td>Reading intervention materials and supplies</td>
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<td></td>
<td>$500</td>
<td>Math intervention materials and increased math manipulatives/supplies</td>
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<tr>
<td></td>
<td>$2,000</td>
<td>Partitions to allow for multiple intervention groups to meet in same classrooms.</td>
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<td>Other Operating Cost</td>
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<td>Capital Outlay</td>
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### 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.

<Enter Text>

### Impacted Critical Success Factors (CSFs):

- CSF 1 - Academic Performance (Curriculum & Instruction)
- CSF 2 - Quality Data to Drive Instruction
- CSF 3 - Leadership Effectiveness
- CSF 4 - Increased Learning Time
- CSF 5 - Family/Community Engagement
- CSF 6 - School Climate
- CSF 7 - Teacher Quality

### Outcome: Describe how the turnaround initiative will resolve the identified systemic root cause.

<Enter Text>