

## Campus Turnaround Plan

<b>District Name:</b>	Woodville ISD	<b>County-District Campus Number (CDCN):</b>	229903
<b>Campus Name:</b>	Woodville Intermediate	<b>Grades Served:</b>	3rd-5th

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Glen Conner	Superintendent
Karen Ford	District Coordinator of School Improvement
Sharon Tule	Professional Service Provider

### 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:
Glen Conner	Superintendent
Karen Ford	District Coordinator of School Improvement
Sharon Tule	Professional Service Provider
Ashley Weatherford	Prinicpal - Woodville Intermediate
Carrie Garsee	Principal - Wheat Elementary
Jason Hicks	Assistant Principal - Woodville Intermediate
Gina Greaff	Assistant Principal - Wheat Elementary
Patricia Brackin	Teacher - Woodville Intermediate
David Burkhalter	Teacher - Woodville Intermediate
Paula Wilmon	Teacher - Woodville Intermediate
Sandra Brown	Teacher - Wheat Elementary
Corrie Shaw	Teacher - Wheat Elementary
Tasha Strength	Teacher - Wheat Elementary

### 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.

Our first problem states "instructional time does not have the quality of effectiveness to maximize learning." Historically our walk-through observations, as well as T-TESS, have shown teachers are indeed teaching. However, when we delve deeper into the data, it is how the instructional time is maximized that will or will not have a positive effect on the learning in the classroom. For example, teachers report covering all the TEKS. This means it has been "taught." However, the assessments given and performance data collected on students show there is little progression or mastery. Our second problem states "students lack the fundamental knowledge to take all standardized tests." It is not only STAAR data that proves this to be true. We also disaggregate other standardized assessments, such as STAR Renaissance, Developmental Reading Assessments, Student Performance Checks, and other local benchmarking. Our students are beginning the year with deficits from the previous school year. We make gains throughout the year, but too many of our students are still performing below grade level by the end of the year, according to assessment data. Our third problem states students are not fully engaged during the entire lesson cycle. Again we know this by looking at data. Administrators routinely perform walk-through observations looking for student engagement that aligns with T-TESS. The learning environment is a key component is student performance. Walk-through observations show we have too many students that are not fully engaged in the lessons. Discipline data shows teachers experience students being off-task rather than an active participant. Lesson plans prove that few teachers are including activities involving more than paper and pencil tasks.

Include the campus vision.

Woodville Intermediate Campus Vision

EVERY Child  
EVERY Classroom  
EVERY Day

EVERY child - meeting the needs of every child and strengthening his/her deficiencies  
EVERY classroom - each teacher knows deficiencies, looks at data in depth, and plans with deficiencies in mind  
EVERY day - each day is planned in advance, driven by data, and instructional time is maximized and protected

## Needs Summary and Turnaround Plan

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

1. Failure to analyze instructional data effectively and in depth. 2. Teacher accountability and inefficient use of instructional time. 3. Teachers are not developing engaging lessons that encompass varied activities that meet the learning needs of all students.

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

We analyzed the strategies used in the past and determined if they had a positive influence on student outcomes. Strategies which proved successful will be kept in place while unsuccessful strategies will be removed from our plan of action. New initiatives will replace unsuccessful strategies. Two of the strategies were implemented too late in the year to make a difference in student outcomes: changing the master schedule to increase instructional time and beginning after school tutorials in the second semester. Center activities also proved to be unsuccessful, but will not be abandoned completely. We determined a need for center activities that are based on student needs, which was not the previous focus. Strategies we will be using for our Turnaround Plan include the use of common lesson plans district-wide, restructuring grade levels based on teacher effectiveness data, providing instructional leadership support to administration, adding a teacher mentor program for first and second year teachers, providing support to struggling new and veteran teachers through PLCs and professional development opportunities, using Region 5 instructional technology department for support, upgrading district technology to increase bandwidth which will decrease instructional issues, continuing to offer tutorials as early as October based on continuing success data, restructuring RTI based on student and campus needs, and continuing Lunch and Learn by grade level and department district-wide.

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

EVERY child, EVERY classroom, EVERY day. By implementing the strategies listed in the Turnaround Plan we will ensure our administrators and teachers are trained and supported in order to address the Root Causes. This first comes by strengthening our administrative team. Our administrators must know how to be instructional leaders and be able to identify when teachers are in need of assistance. Teachers must know how to facilitate the learning and be able to identify when students are falling behind. Data disaggregation will be made easier with new instructional technology resources being made available. Upgrading district technology will no longer limit teachers when designing student-centered lessons. Restructuring grade levels and how RtI is scheduled and implemented will help teachers work as a cohesive team when disaggregating data and writing lesson plans using a district-wide common form. The form will ensure teachers are planning with student needs at the forefront. Teacher mentor programs will address needs of first year teachers and will strengthen the support system in place for teachers in need of assistance. Center activities for students will be based on data disaggregation from Student Performance Checks for student growth opportunities. Lunch and Learn sessions will offer mini workshops in student engagement lessons. All of the strategies address EVERY classroom. Lessons are always data driven which addresses EVERY child. The expectation is maximizing instructional time effectively EVERY day. These strategies collectively will create a fundamental shift in the campus systems and mindsets of administration and staff.

**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?*

Policies: Central office administration will write a policy that will be in effect for the elementary and intermediate campuses. The policy will address expectations for administrators and staff and will help guide the Turnaround Plan. This will include any policy related to lessons plans, mentor program, professional development, RTI, and classroom expectations. Processes: These will determine the course of action to accomplish the student outcomes. Grade levels will work together and with other stakeholders, usually through multiple procedures. Procedures - These definitive and detailed steps will be determined by administrators. It will tell campus leadership and teachers how a strategy will be performed. Both Processes and Procedures will include "how" we will accomplish the student outcomes. For example: if the student outcome is "instructional time will have the quality of effectiveness to maximize learning," the process would state "teachers will have uniform lesson plans" and the procedures would give step by step directions to write lesson plans.

**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
<b>Short-Term:</b> (training, acquisition of new skills)	Prof. Development in Eduphoria	summer 2018	Karen Ford/Glen Conner				Select	
	Write mentor program/train mentors	summer 2018	Karen Ford/Glen Conner/Principals				Select	
	Evaluate grade level effectiveness	6/2018-7/2018	Principals/teacher committees				Select	
	Instructional Leadership Professional Development	6/2018-8/2019 (ongoing)	Karen Ford/Glen Conner				Select	
<b>Intermediate:</b> (Implementation)	Common lesson plans/data disaggregation	8/2018-8/2019	Principals/teachers				Select	
	Mentor 1st/2nd year teachers	8/2018-8/2019	Principals/teachers				Select	
	Restructure grade levels/departments	7/2018-8/2018	Glen Conner/principals				Select	
	Instructional Leadership PD (ongoing)	6/2018-8/2019	Karen Ford/Glen Conner				Select	
<b>Long-Term:</b> (Results)	All campus staff will be highly qualified	summer 2019	Karen Ford/Glen Conner/principals				Select	
	Effective instructional leadership at every campus	summer 2019	Karen Ford/Glen Conner				Select	
<b>Processes/Procedures Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
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<b>Processes/Procedures Implementation Status:</b>		<b>Check in date:</b> <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?

Barriers to improvement range from funding to the climate and culture of the individual campuses and district as a whole. In order to have funds in the budget for professional development for the components of Eduphoria and Instructional Leadership, limits will have to be set on types of professional development. The focus will have to be based on campus/district needs rather than wants. In addition, there will have to be follow-up conversations and accountability for any professional development to ensure administration and teachers are getting the most from training. Mindset, however, is harder to change. We must make improving culture and climate a priority. It is imperative to include teachers in the process. The Turnaround Plan cannot simply be a directive from administration. Teachers will be given responsibilities in the form of planning and data committees. They will have input on how to acquire new skills and the best way to implement any changes so as to improve communication and responsiveness to any initiatives. Mentor teachers will have the responsibility of training 1st and 2nd year teachers. We are seeing an increase of new educators completing alternative programs rather than the traditional certification route. They have had little exposure to what a real classroom is like and often have issues with time management and discipline. In addition, the traditional route offers little more than the basic theory and a few weeks of student teaching. Nothing really prepares teachers for the real classroom experience. A mentor program with clearly defined roles will benefit new teachers. Teacher grade level or department meetings will also be instrumental in the Turnaround Plan. To rate effectiveness of instruction and instructional leadership, we will expect documented feedback and self-reflection with constant dialogue between administration and teachers. A suggestion box and ongoing surveys evaluating campus culture and climate will help lead conversations and meetings. Weekly administrative team meetings will be required to discuss/evaluate campus roles in the turnaround process.

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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
<b>Short-Term:</b> (training, acquisition of new skills)	Budget Allocations	summer 2018	Cody Jarrott, Glen Conner/Karen Ford				Select	
	Forethought Training	summer 2018	Karen Ford/Principals				Select	
	Instructional Leadership PD (ongoing)	summer 2018-2019	Karen Ford/Glen Conner				Select	
	Team Leader selection	summer 2018	Principals				Select	
<b>Intermediate:</b> (Implementation)	Use budget for PD/materials	8/2018-8/2019	Principals/Cody Jarrott				Select	
	Uniform lesson plans turned in weekly	8/2018-6/2019	Principals/Teachers				Select	
	Instructional Leadership PD (ongoing)	8/2018-8/2019	Karen Ford/Glen Conner				Select	
	Team Leader/Admin mtgs weekly	8/2018-6/2019	Principals				Select	
<b>Long-Term:</b> (Results)	All campus staff will be highly qualified	summer 2019	Karen Ford/Glen Conner/Principals				Select	
	Effective instructional leadership at every campus	summer 2019	Karen Ford/Glen Conner				Select	
<b>Organizational Structure Implementation Status:</b>		<b>Check in date:</b> <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.)

In order to increase the effectiveness of instruction and student success, all staff will need training on closing gaps for all students, including subgroups. Training is needed on students from poverty as well as student engagement. Restructuring RTI, grade levels, and/or departments will be necessary if end of year data shows low student performance and growth. Locally required professional development through Eduhero will be required for teachers and staff depending on needs. The administrative team and campuses will be involved in a book study to understand students of poverty and increasing student engagement. Lunch and learn activities will occur district-wide for professional development opportunities and shared engagement strategies.

**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
<b>Short-Term:</b> (training, acquisition of new skills)	Evaluate EOY student data for campus restructuring	summer 2018					Select	
	Admin team will select books for study	summer 2018					Select	
	Eduhero sessions selected	summer 2018					Select	
	Set dates for Prof Dev	summer 2018					Select	
<b>Intermediate:</b> (Implementation)	Restructure Rti/grade levels/departments	7/2018-6/2019					Select	
	Book study over students of poverty and student engagement	8/2018-6/2019					Select	
	Eduhero PD sessions	8/2018-6/2019					Select	
	Shared calendar for PD dates	8/2018-6/2019					Select	
<b>Long-Term:</b> (Results)	All campus staff will be highly qualified	summer 2019					Select	
	Effective instructional leadership at every campus	summer 2019					Select	
<b>Capacity and Resources Implementation Status:</b>		<b>Check in date:</b> <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?

Internal and external stakeholders have been identified. These include all students, parents, personnel, community members, and potential community members. The first step is being as transparent as we can be to all stakeholders. This will come from clear, concise, and consistent communication across the district and throughout the community. Progress monitoring will be a large component of our turnaround initiative. Our goal is to use the data from progress monitoring to evaluate our effectiveness and then be able to communicate that with our stakeholders. Certain requirements will have to be met in order to have the data needed. Timelines will be set to ensure implementation. Communication efforts will include social media, school website, letters to parents, public meetings, and family friendly activities/events on campuses.

**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
<b>Short-Term:</b> (training, acquisition of new skills)	Determine evidence for transparency	summer 2018	Glen Conner/Karen Ford/principals				Select	
	Set dates for progress evaluation with stakeholders	summer 2018	Glen Conner/Karen Ford				Select	
	Set requirements for walk-throughs	summer 2018	Glen Conner/Karen Ford				Select	
	Set PLC requirements	summer 2018	Glen Conner/Karen Ford/principals				Select	
<b>Intermediate:</b> (Implementation)	turn in communication evidence weekly	8/2018-6/2019	Glen Conner/Karen Ford/principals/teachers				Select	
	shared calendar for progress evaluation meeting	8/2018-6/2019	Glen Conner/Karen Ford				Select	
	walk-through requirements checked weekly	8/2018-6/2019	Glen Conner/Karen Ford/principals				Select	
	minutes kept from PLC meetings	8/2018-6/2019	principals				Select	
<b>Long-Term:</b> (Results)	All campus staff will be highly qualified	summer 2019	Glen Conner/Karen Ford				Select	
	Effective instructional leadership at every campus	summer 2019	Glen Conner/Karen Ford				Select	

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

Category	Amount	Description
Payroll	179,000	restructuring grade levels/departments/Rtl, tutorials, mentoring program
Professional Development	15,000	workshops and travel
Supplies and Materials	8,284	book studies, luch and learn supplies, family activity supplies
Other Operating Cost	2,000	utilities for after school activities

Capital Outlay	0	no needs to be addressed
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**In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).**

<b>CSF 1: Coherent Curriculum and Assessment</b>	Uniform lesson plans in Forethought, data disaggregation in Aware, budget allocations for professional development and materials, Eduhero professional development on curriculum and assessment, required walk-throughs for all teachers
<b>CSF 2: Leadership Effectiveness</b>	restructure grade level/Rtl/departments based on data if needed, instructional leadership professional development, administrator meetings held weekly, conducting required walk-throughs for all teachers, facilitating a book study with faculty and staff, lunch and learn sessions
<b>CSF 3: Teacher Quality</b>	mentor program for 1st and 2nd year teachers, budget allocation for additional teachers in areas where data proves need, campus-wide book study, Eduhero professional development, required walk-throughs, PLC meetings, lunch and learn sessions
<b>CSF 4: Family/Community Engagement</b>	campus based and district-wide family friendly activities/events
<b>CSF 5: School Climate and Culture</b>	communication efforts/transparency, progress evaluation public meeting