

## Campus Turnaround Plan

<b>District Name:</b>	Taft Independent School District	<b>County-District Campus Number (CDCN):</b>	205907
<b>Campus Name:</b>	Taft Junior High	<b>Grades Served:</b>	Grades 6 - 8

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Brenda Meyer	DCSI
Christine Acosta	Principal
Tim Chenette	Assistant Principal
Dr. Jacqueline Cobbin	PSP
Crystal Aparicio, Socorro Garcia, Matthew Harrington, Angela Barker, Carlos Munoz	CILT Team Members
Janie Martinez	Counselor

### 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:
Brenda Meyer	DCSI
Christine Acosta	Principal
Tim Chenette	Assistant Principal
Dr. Jacqueline Cobbin	PSP
Janie Martinez	Counselor

## 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.

At the end of the academic school year 2016-17, 21% of all grade 8th students demonstrated satisfactory progress in Social Studies at the approaches or above levels as measured on the STAAR Test, 51% of all grade 8th students demonstrated satisfactory progress in Science at the approaches or above levels ( an increase of 2% points) and 60% of students demonstrated satisfactory progress in Math at the approaches or above levels as measured on the STAAR Test, and 39% of 7th grade students demonstrated progress at the approaches or above levels in Writing ( a decrease from 56%) and 50% of all students demonstrated progress at the approaches or above levels in Reading ( a decrease from 57%) as measured on the STAAR Tests. The 6th grade reading scores were at 39% and 8th grade reading was 76%. Sixth grade math was 52%. Taft Junior High has had four principals in the past six years and is now teaching the students who were at the elementary campus when it was Improvement Required. There has also been a high turnover of teachers the past two years, including a 63% turnover in the core classes last year. This was partly due to having teachers who were also coaches that resigned to follow the athletic director to another district(3 positions of 8 total= 38%), as well as an additional 2 resignations.

Include the campus vision.

Taft Junior High, through improved core instruction and targeted intervention, will ensure academic improvement for all students and close achievement gaps as evidenced by state approved assessments.

## Needs Summary and Turnaround Plan

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

1. Fundamental reading/writing gaps among all students including Special Education students. 2. Lack of teacher proficiency in differentiated instruction. 3. Limited teacher collaboration in planning, delivery, and assessing student learning. 4. Limited teacher curriculum knowledge. 5. Students lack fundamental math, science, and social studies skills. 6. Limited opportunities for professional development. 7. Changes in administration. 8. Decisions of coaching staff that impact instruction.

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

1. Create and implement a sustainable plan that addresses the fundamental reading/writing gaps across the campus. 2. Create a sustainable professional development model that addresses curriculum knowledge, differentiated instruction, and rigor. 3. Carry out the District Goal to recruit, develop, and retain highly qualified, talented, student-oriented professional administrator and teaching staff at the campus level.

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

When an effective, sustainable reading/ writing plan is created and implemented it will impact the reading/writing gaps across the campus. When an effective, sustainable professional development plan is implemented with fidelity, it will impact core instruction. When the campus carries out the District goal to recruit, develop, and retain highly qualified, talented, student oriented professionals, it will impact the changes in administration and high teacher turnover that has occurred. All of these, done with fidelity, will assist in achieving the vision of academic improvement for all students and closing achievement gaps as evidenced by state approved assessments.

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

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

1. The CILT team will create and implement a systemic reading/writing plan and the professional development plan based on data-driven decisions and the accountability framework. 2. The CILT team will monitor the implementation of the District goal of recruiting, developing, and retaining highly qualified, talented, student-oriented professionals at the campus level.

**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
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<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Provide CILT team training on roles and responsibilities for developing and implementing a reading/writing plan and professional development plan, best practices and programs for reading/writing at the junior high level, evaluation of a reading/writing program, and evaluation of teacher survey data.	July-August 2018	DCSI, Principal, CILT Team				Select	
	Develop and implement a reading/writing plan and staff development plan.	July-August 2018	DCSI, Principal, CILT Team				Select	
	Develop a method of evaluating the effectiveness of the reading/writing and professional development plans.	July-August 2018	DCSI, Principal, CILT Teeam				Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Conduct walk-through evaluations weekly to determine instructional effectiveness in the area of reading/writing.	August 2018-May 2019	Campus Leadership, DCSI				Select	
	Conduct six weeks data meetings with all core teachers to discuss assessment results and intervention plans.	October 2018-May 2019	DCSI, Campus Leadership				Select	
	Utilize scheduled professional development days throughout the year to revisit and adjust expectations for instruction.	October 2018-May 2019	DCSI, Principal				Select	
	Conduct monthly CILT team meetings to evaluate the implementation of the reading/writing plan and the professional development plan.	September 2018-May 2019	Principal, DCSI				Select	
<b>Long-Term:</b> <i>(Results)</i>	Improved reading/writing academic performance at all grade levels.	August 2018-May 2019	DCSI, Campus Leadership, CILT Team				Select	
	Improved academic performance in all subjectas and grade levels.	August 2018-May 2019	DCSI, Campus Leadership, CILT Team					
	Increased retention of administrators and high-quality teachers.	October 2018-May 2019	DCSI, Principal				Select	
<b>Processes/Procedures Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>						
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**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?*

To enable the effective implementation and completion of the Turnaround initiative, it is critical that barriers to improvement be eliminated. In order to do this, the CILT Team will have clearly defined roles and responsibilities for monitoring and evaluating the plan. Central office administration and campus administration will work together to make adjustments as necessary. The Superintendent, Title I Coordinator, Finance Officer, and Human Resource Officer all understand the importance of the Turnaround initiative and are fully committed to providing the necessary resources and funds to obtain the desired instructional outcomes, funds for contracting the professional development, supplemental funds for paying teachers during the summer, and supply funds for purchasing a reading/writing program and materials to fully implement high quality lessons throughout the campus.

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

<b>Organizational Structure Implementation</b>	<b>Activity (Actions/Processes)</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes (Goal/Target)</b>	<b>Results (Outcomes/Data)</b>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Identify and define the roles and responsibilities of the CILT team members as it relates to monitoring and evaluating the Turnaround Plan.	August 2018-May 2019	DCSI, Principal				Select	
	Train teachers at the elementary and junior high levels with tools to effectively assess and instruct students in the area of reading across contents.	August, 2018	DCSI, Principals				Select	
	Provide training through bi-monthly reading/writing data discussions to the Board.	August 2018-May 2019	DCSI, Principal				Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Provide and analyze instructional data, such as walk-through data and lesson plan data, to the CILT team in order to make the team aware of implementation concerns and make adjustments to the Turnaround Plan as needed.	October 2018-May 2019	DCSI, Principal				Select	
	Work with the Athletic Director to ensure coaches, who are also teachers, are provided time to participate in team meetings, tutoring, and professional development after school.	August 2018-May 2019	Campus Administration, DCSI				Select	

	Conduct monthly meetings with campus administration and central office administration to collaborate and support the Turnaround process.	August 2018-May 2019	Campus Administration, Central Office Administration				Select	
<b>Long-Term: (Results)</b>	Improved teacher performance and capacity in delivery of instruction.	August 2018-May 2019	DCSI, Principal, CILT team				Select	
	Improved student performance in all core areas as required in the State accountability system.	August 2018-May 2019	DCSI, Campus Admin., Teachers				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.)

Through the professional development plan, we will be building capacity of our administrators and teachers that they will need to implement a common lesson plan design that incorporates high yield strategies, data analysis, and focused intervention. The district will contract the professional development trainings with educational professionals that are expert in each area. Designated professional development days during the year will be utilized to review, reteach, and adjust the plan as needed based on walk-through data, lesson plan data, and unit assessment/benchmark data. Two additional teacher positions will be considered, one for science and one for social studies.

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<b>Capacity and Resources Implementation</b>	<b>Activity (Actions/Processes)</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes (Goal/Target)</b>	<b>Results (Outcomes/Data)</b>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term: (training, acquisition of new skills)</b>	Provide teacher training on a common lesson design that incorporates high yield strategies, data analysis, and focused intervention.	July-August 2018	DCSI, Principal				Select	
	Provide teacher training on delivery of instruction, high yield strategies, questioning strategies, and rigor.	July-August 2018	DCSI, Principal				Select	

	Provide teacher training on an interdisciplinary approach to working as a team.	July-August 2018	DCSI, Principal				Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Monitor lesson plans, high yield strategies, and instructional practices weekly.	August 2018-May 2019	Campus Administration, DCSI				Select	
	Consider the addition of a science teacher and a social studies teacher.	April-June 2018	DCSI, Principal, Superintendent				Select	
<b>Long-Term:</b> <i>(Results)</i>	Improved teacher performance and capacity in delivery of instruction.	October 2018- May 2019	DCSI, Principal				Select	
	Improved student performance in all core areas as required in the State accountability system.	April -May 2019	DCSI, Campus Admin., Teachers				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?*

The success of the Turnaround Plan will depend greatly upon creating a culture of open communication, collaboration, and conversation among all stakeholders. The components of the plan will be communicated in a manner that is intentional and purposeful, using CILT meetings, PLC and faculty meetings to share details of the plan, expectations, and the vision for the campus. Individual staff meetings will address any personal issues with the expectations and implementation of the plan. Parents and community members will have access to the plan through the Taft Junior High website, Facebook, and parent meetings throughout the year.

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

<b>Communication Implementation</b>	<b>Activity <i>(Actions/Processes)</i></b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes <i>(Goal/Target)</i></b>	<b>Results <i>(Outcomes/Data)</i></b>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Provide follow-up trainings with teachers/staff that reviews the components of the Turnaround Plan.	August 2018-May 2019	DCSI, Principal				Select	
	Provide follow-up trainings with all stakeholders that reviews the components of the Turnaround Plan.	August 2018-May 2019	Principal, DCSI				Select	

<b>Intermediate:</b> <i>(Implementation)</i>	Conduct periodic CILT meetings to discuss and evaluate the progress and effectiveness of the plan.	October 2018- May 2019	DCSI, Principal				Select	
	Collect input from staff and parents/community members through surveys and discuss and share with all stakeholders.	March, 2019	DCSI, Principal				Select	
	Utilize various forms of available media to communicate with all stakeholders.	August 2018-May 2019	DCSI, Principal, Tech.Department				Select	
<b>Long-Term:</b> <i>(Results)</i>	All stakeholders will have an opportunity to understand the shared and clear vision of the Turnaround Initiatives that will result in student success.	April-May 2019	DCSI, Principal				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	\$150,000	Two possible additional staff (science and social studies) and teacher pay for summer training.
Professional Development	\$30,000	CILT and teacher trainings.
Supplies and Materials	\$30,000	Reading/writing program and other supplies, resources, and materials
Other Operating Cost	\$0.00	
Capital Outlay	\$0.00	

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

<b>CSF 1: Coherent Curriculum and Assessment</b>	The initiative, through professional development, provides a collaborative structure for unpacking the TEKS of grade level standards and assessments, development of instructional plans that include high yield strategies and that are aligned with the rigor of the standards, and data analysis that can be utilized to provide focused intervention for students not being successful.
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<b>CSF 2: Leadership Effectiveness</b>	The initiative provides leadership training for the administrative team, CILT Team, and the DCSI to enable them to provide effective feedback and adjustments based on data from walk-throughs, lesson plans, and unit/benchmark assessments.
<b>CSF 3: Teacher Quality</b>	The initiative provides training for teachers in understanding the curriculum, lesson planning, lesson delivery, and data analysis. Through these trainings, teachers will improve the quality of their lessons by reaching the cognitive expectations of the TEKS through unpacking the TEKS, creating rigorous lessons, utilizing high yield strategies, and intervening based on data analysis.
<b>CSF 4: Family/Community Engagement</b>	The initiative provides opportunities for parent/community input and evaluation of the plan, including parent/community meetings and surveys.
<b>CSF 5: School Climate and Culture</b>	The initiative provides opportunities for small group, focused intervention during the day and after school to reduce the instructional gaps among student groups, and includes the use of high yield strategies in lessons to increase engagement and learning outcomes and to foster high expectations among all stakeholders.