

## Campus Turnaround Plan

<b>District Name:</b>	Fannindel ISD	<b>County-District Campus Number (CDCN):</b>	060-914-001
<b>Campus Name:</b>	Fannindel High School	<b>Grades Served:</b>	6 through 12

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Drew Thomas	Superintendent
Jamie Babineaux	Principal
Mackenzie Langston	Social Studies/English 6-8
Krisi Herron	Science 6-12
Judy Caskey	PSP
Heather McGregor	ESC 8

### 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:
Drew Thomas	Superintendent/DCSI
Jamie Babineaux	Principal
Judy Caskey	PSP

## 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.

Two years ago (2014-2015), Fannindel High School was academically acceptable, having met standards. The next year, the superintendent and the principal announced that they would retire at the end of the year. Several teachers also announced their intentions to move on when school was out. The school received a rating of Improvement Required due to not meeting standards in Indexes \_\_. In 2016-2017, there was a new superintendent, a new principal, and three (out of eight) new teachers. Because school policies on discipline, attendance, and consequences were being followed to the letter, a number of students decided to transfer to another district. Standards were not met in Index 1 or Index 3, primarily in the middle school grades. There was not a vertically aligned curriculum, and instruction was not at the rigor required for the TEKS. The targeted improvement plan was not being followed with fidelity. Discipline issues took up most of the time of the principal. Both the superintendent, the principal, and three middle school teachers again left. The campus received a rating of Improvement Required, Year 2. This year, the elementary principal, who actually went through thirteen years of school at Fannindel ISD and whose parents also were educated in this district, became both the elementary principal and the interim superintendent. A new principal was hired, and he began immediately to build relationships with staff, community, and the students. Three new middle school teachers, the entire middle school staff, were hired. The interim superintendent, having spent his school and professional career at this district, began to attack systemic problems within the district. He knows and works closely with the school board and community to involve all stakeholders in solutions to school problems. The students who left, and others, have returned to the high school, and attendance is rising.

Include the campus vision.

Fannindel High School engages and empowers each student to achieve his or her maximum potential.

## Needs Summary and Turnaround Plan

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

The systemic root cause for the failure to meet standard at Fannindel High School is two-fold under the umbrella of leadership: (1) Culture: the campus has had a lack of student engagement. Teachers over time have believed that most of the students were not capable of the rigor demanded by the TEKS; therefore, assignments were on the lower levels of Blooms and not very engaging. Students were not very motivated, especially in the middle school grades. Also, the culture of the school did not encourage college and career readiness. (2) Instruction: there is a need for the leadership at the campus to encourage teachers to implement data driven instructional practices. A few teachers were using data driven instructional practices, but, at best, it was a hit-and-miss strategy.

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

The campus leadership will now be accountable for the implementation of a student-centered culture. Central to building culture will be the establishment of college and career beliefs and attitudes. The campus administration will monitor the implementation of student engagement instructional strategies. Teachers will receive professional development on these strategies and will incorporate them into their daily lesson plans. A system will be developed and monitored for data driven instruction. All teachers will be trained to use DMAC, Tekscore, and the procedures for storing data in DMAC after each unit assessment, benchmark, etc. They will use this information to impact instruction. The Principal and Superintendent will participate in the ESC Initiative, New Leaders.

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

These strategies will create a culture of high expectations by emphasizing preparation for college and career readiness and by using data to drive instruction to ensure that each student is achieving academically. The campus leadership will monitor curriculum and instruction to be sure that teachers are teaching the curriculum at the rigor demanded by the TEKS and that the students are meeting the standards demanded by the TEKS.

**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?*

All teachers in all courses will stress the importance of an adequate and meaningful high school education and post secondary learning. Each teacher will demonstrate through examples and modeling how the knowledge of his or her course will benefit the student in his or her chosen career after high school. All teachers will have access to DMAC and be trained to use it effectively. All teachers will receive professional development on how to motivate students and be expected to use these strategies in their daily lessons. TEKS Resources will be used as the required curriculum. Distributive leadership strategies will be used to involve the staff with processes and procedures. The principal will assign PLC duties to core content teachers to be responsible for agendas, minutes, and follow-up. The principal will appoint a teacher who is experienced with college and career ready planning to work with the staff, to lead them as they begin their lesson plans for the 2018-2019 school year. Those teachers who are proficient with DMAC will work with other staff members to mentor them as they also learn how to use this software. The Principal and the Superintendent will participate in the ESC Initiative, New Leaders, a two year training commitment.

**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>	Plan PLC meetings for the year; at least three per semester with elementary teachers	18-Aug	Principal				Select	
	Place PLC meetings on school calendar	18-Aug	Principal				Select	
	Schedule dates for data meetings each 6 weeks	18-Aug	Principal				Select	
	A PD day will be set following each 6 weeks for planning of vertical teams for the next 6 weeks	18-Aug	Superintendent				Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Monitor College and Career Readiness activities through walk throughs and conferences	Aug-June 2018-19	Principal				Select	
	Implement common instructional planning document to include student engagement and alignment	Aug-June 2018-19	Principal				Select	
							Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Participate in ESC Instructional Leadership Initiative - New Leaders	June 18-Aug 19	Principal and Superintendent				Select	
							Select	
<b>Processes/Procedures Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
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<b>Organizational Structure:</b> <i>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?</i>								

Using distributive leadership, teachers will be involved in the organization and management of the PLCs, along with the Principal. This will be one of the vehicles to train and implement data driven decision making and the use of DMAC by all teachers. This process will begin with core content teachers and spread to the rest of the staff who will find this a useful tool.

**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
<b>Short-Term:</b> (training, acquisition of new skills)	Develop data driven instructional systems	Aug 18 - Dec 18	Principal				Select	
							Select	
							Select	
							Select	
<b>Intermediate:</b> (Implementation)	Vertical team PLC meetings will be scheduled each 6 weeks.	Sep 18 - May 20	Superintendent				Select	
	Campus PLCs will be held bi-monthly for planning and communication.	Aug 18-Aug 20	Principal				Select	
							Select	
							Select	
<b>Long-Term:</b> (Results)							Select	
							Select	

<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>						
<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.)

Hire a math interventionist to help with middle school math and science. This will relieve the middle school science teacher to be used as a half-time counselor to work with students to be college and career ready. Professional development on DMAC will enable all teachers to place unit and benchmark grades into the system so that item analyses and quintiles may be used to determine at what levels students are achieving and to impact instruction immediately. The principal will counsel with teachers throughout the year on their needs for continuous training and improvement. Besides being exposed to college and career ready strategies within the curriculum, specialized events will be held to bring common and specialist career individuals to the campus in order to interact with the students.

**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 <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Training for staff awareness of college and career ready analysis and data driven Instruction	19-Aug	Principal				Select	
	All core teachers become proficient in DMAC	19-Aug	Principal				Select	
	Schedule appropriate job-embedded training with ESC to meet staff needs	19-Aug	Superintendent/Principal				Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Host college and career events that encourage all students to prepare for college, career, or military after high school graduation	19-Dec	Superintendent. Principal				Select	
	Schedule appropriate job-embedded training with the ESC to meet staff needs	19-Aug	Principal				Select	
							Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Hire math interventionist/coach	18-Aug	Superintendent				Select	
							Select	
<b>Capacity and Resources Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
<b>Capacity and Resources Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
<b>Capacity and Resources Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
<b>Capacity and Resources Implementation Status:</b>		<b>Check in date:</b> <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 campus will be rebranding itself during the Turnaround Initiative. They will be promoting student high expectations to the community rather than the laissez-faire attitude of the past several years. A summer boot camp will be held in the summer, 2018, to set the vision of the campus and begin the initiatives of leadership, culture, and instruction, including college and career readiness. The turnaround initiative will be shared to the public through the school Facebook page on a regular basis. This information will also be relayed at each PTO meeting. The Turnaround Plan will remain in the school website during the entire initiative. Stakeholders without internet may receive a copy of the plan upon request at the district office. Should a parent or community member request a translation, this will be provided. The Superintendent will make reports on the progress of the Turnaround Plan at each regularly-scheduled Board meeting. Faculty will receive regular updates at faculty and PLC meetings throughout the initiative.

**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)	Post Turnaround Plan to website	17-Dec	Superintendent				Select	
	Rebranding campaign to promote high expectations for all students	June 18 - August 20	Superintendent/Principal/Board				Select	
	Summer staff collaboration setting the vision, data analysis, CCR culture	18-Aug	Superintendent/Principal				Select	
							Select	
<b>Intermediate:</b> (Implementation)	Periodic reports to the Board of Trustees for information	Each Board Meeting	Superintendent				Select	
							Select	
							Select	
							Select	
<b>Long-Term:</b> (Results)	Share campus activities on social media and through PTO	Aug-Aug 18-19	Superintendent/Principal				Select	
	Faculty meetings, PLCs, and daily communications	Aug 18 - Dec 18	Superintendent/Principal				Select	
<b>Communication Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
<b>Communication Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
<b>Communication Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
<b>Communication Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					

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

Category	Amount	Description
Payroll		
Professional Development		
Supplies and Materials		
Other Operating Cost		
Capital Outlay		

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

<b>CSF 1: Coherent Curriculum and Assessment</b>	College and career readiness; using TEKS resources as the campus curriculum; common lesson planning; use of DMAC for instructional analysis; 6 week interim assessments
<b>CSF 2: Leadership Effectiveness</b>	Membership in ESC initiative, New Leaders; monitoring classrooms through walk throughs and classroom visits for implementation of instructional strategies and data driven instruction; encouraging and assigning professional development opportunities; leading the rebranding efforts for the campus; using distributed leadership strategies to encourage teacher leaders; joining New Leaders
<b>CSF 3: Teacher Quality</b>	Providing job-embedded professional development to develop needed skills and processes; rebranding to recruit quality teachers
<b>CSF 4: Family/Community Engagement</b>	Participation with the PTO
<b>CSF 5: School Climate and Culture</b>	Developing the CCR culture; encouraging and developing student engagement