

Historical Narrative	<p>For several years, there has been turn-over in all levels of administration which led to a lack of focus on instruction across the district. In addition, attendance rates have been falling and students were not on campus for instruction. Furthermore, there was approximately 40% turnover in teachers in the past three years which led to issues with alignment and instructional strategies campus wide. Runge is a small school community which cannot compete with surrounding school districts for teacher salaries. Hence, many teachers come and stay for only one year.</p>
Root Cause	<p>Due to the district's inability to attract and retain quality experienced teachers, teacher effectiveness may suffer which impacts the level of instruction provided to students resulting in low student academic performance campus wide.</p>
Turnaround Initiative	<p>Runge High school will implement procedures that will allow the school to continue to operate at a high level, regardless of the turnover in different positions. The high school will establish a Leadership Foundation Manual to convey best practices from year to year and to act as a support system of nonnegotiable core practices and procedures which lead to a fundamental change in ideas about and actions toward student achievement (http://www.bercgroup.com?1st-and-2nd-orderchange.html) for administrators, teachers, and paraprofessionals within the district to move from 1st order to 2nd order change. Examples of first order change include teachers being trained in a variety of instructional strategies. This first order change was begun in the first two years of our Improvement Required Plan. Second order procedures found in this turnaround plan would include a systemic change in how teachers view and understand pedagogy. In addition, the inclusion of mentor/mentee practices will reduce feelings of isolation by veteran and novice teachers.</p> <p>Impacted Critical Success Factors (CSF) includes Academic Performance (curriculum/instruction), Leadership Effectiveness, School Climate, and Teacher Quality.</p>
Outcomes	<p>Implementing the Leadership Foundation Manual will provide consistency with procedures, training, curriculum alignment, methods of communications with stakeholders, and support to teachers to facilitate smooth transitions when inevitable changes arise in teacher and administrator positions. This will result in the campus experiencing an increase in academic performance.</p>
Processes and Procedures	<p>Due to the large turnover each year, new teachers need a resource readily available to allow them to begin instruction day one. According</p>

**Processes and
Procedures
(continued)**

to “A Leader’s Guide to Excellence in Every Classroom” by John R. Wink, “When a school offers a system-wide support structure for learning resources, it’s the responsibility of the teacher teams within that school to ensure that all educators know how to use those resources effectively.” Veteran Teachers as well as those new to the district will receive focused professional development on instructional planning and strategies consistent with existing campus practices. This professional development will include training and/or review of the use of the educational resources such as: gradebook (to include grading standards), TEKS Resource System for access to scope and sequence and Lesson plan formats, DMAC (scanning, printing scantrons, making a test and key, pulling reports, and T-TESS), Lead4ward and Fundamental 5 (instructional framework). Teachers will also receive a hard copy of manuals and web links for teacher resources (student code of conduct, employee manual, etc.).

As stated in the article, “Building Leadership Capacity in Schools”, “Leadership requires the redistribution of power and authority. Shared learning, purpose, action, and responsibility demand the realignment of power and authority. Districts and principals need to explicitly release authority, and staff need to learn how to enhance personal power and informal authority” (for a fuller examination of this notion, see Lambert, Kent, Richert, Collay, & Dietz, 1997, pp. 122–143). A book study for staff on this work will be conducted for assisting them to facilitate the realignment of power and authority.

In addition, studies have been conducted that show high performing schools with high student achievement and few discipline dilemmas often have teachers who share in decision-making and leadership responsibilities (Barth, 2001).

Runge High School will distribute our shared learning, purpose, action, and responsibility with current faculty following the organizational roles and responsibilities below:

- School: District/Campus Leadership Team (D/CLT) – Will provide oversight of the Leadership Foundation Manual process and be the voice of the stakeholders. The D/CLT will interface with the Elementary Leadership Teams which are already in place in order to provide more continuity across the district to assure that strong instructional processes are in place per the Runge Elementary Turnaround Plan.
- Mentor/Mentee Program – Establish the relationship and duties between pairs of identified and/or new teachers with experienced proficient teachers. In addition to the multitude of resources, teachers need a mentor to aid in the process of applying effective teaching practices. A methodology for assigning mentor teachers will be used

Processes and Procedures (continued)

based on subject area and level of experience. Mentors and mentees will be held accountable for tracking interactions on a meeting log to be monitored by the principal. Teachers will be given the opportunity to observe peers upon request or recommendation. Identified teachers may be assigned an instructional specialist from Region 3 ESC and/or campus instructional coach.

Communications

Effective and deliberate communication to each individual involved is vital to a successful turnaround plan. The Runge High School campus leadership team will utilize consistent, two-way communication with all stakeholders that will deliver information about the process of the Leadership Foundation Manual system in place to support high school teachers and students as well as seeking input from stakeholders. Examples of communication activities may include, but are not limited to hosting a parent night to train parents on how to access students' academic information as well as announcements or bulletins from the administration. Once a six weeks there will be an open discussion night scheduled for parents and community members to discuss how the school year is progressing. Runge High School will utilize the Student Council to get input from the student's perspective by establishing brown bag lunch seminars. Additionally, a district Facebook page will be created as a means to communicate campus and district information to all stakeholders. Feedback gained from all the stakeholders will be reviewed and analyzed as a routine part of the improvement process and will assure that stakeholders are partners in the educational process. These partnerships will afford an opportunity to commit to a common mission and vision with goals and expectations for high academic standards. As a result of opening communication paths and providing clear and consistent communiques, all stakeholders will become full partners in the educational process.

Organizational Structure

Team work, collaboration and shared leadership are critical components for success. In developing the campus Leadership Foundation Manual which will be used as a resource to limit barriers and inequities of knowledge and skills in teachers; student achievement should move to higher levels.

The high school will implement the following organizational roles and responsibilities:

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Organizational Structure (continued)

- Mentor/Mentee Program
- Instructional Coaches – In-house personnel will be assigned and/or ESC personnel will be requested to assist in the implementation of quality pedagogical practices.
- Avenues of communication – methods to inform and gather information from stakeholders will be established and utilized in a timely manner. Twice yearly, the D/CLT will evaluate the activities of the campus and make recommendations for changes as needed.

Capacity and Resources

Even with the changes indicated in our history, Runge ISD has made a commitment to provide quality instruction for school success. All current staff positions will be maintained for the implementation of the turnaround plan. The district will explore repurposing the current staff to provide for enhanced teacher support through professional coaching, mentoring and training. The campus will implement increased student assistance through these employees along with variations to a campus design schedule. Internally, the district will use all the funding allocated for the current positions. Additional local funding will be necessary to extend contract days for the principal and other selected teachers. Additional funding will also be needed to provide stipends for selected staff. External funding currently allocated to the district will be considered for use in contracted services.

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

Category	Amount	Description
Payroll	+ \$20,000	Extended contract days; coaching stipends; professional development stipends
Professional Development	+ \$2,000	Professional development training for leaders; contracted services from ESC 3
Supplies and Materials	+ \$2,000	Supplies and materials for leadership teams and for professional development
Other Operating Cost	+ \$2,000	Travel and etc. to attend professional development and/or conferences