

**TURNAROUND INITIATIVE:**

*The Runge Elementary Campus will develop cohesive and accountable leadership teams which include the school board, superintendent, principals, counselors, teachers, parents, community, and students. The leadership teams will provide guidance and support to achieve high academic performance, resulting in the enhancement of the whole educational process. Each leadership team will have a process for monitoring achievement and recommending changes as needed.*

**SYSTEMIC ROOT CAUSE:**

*Low performance at Runge Elementary is the result of the lack of consistent leadership at all levels who have not been committed to a common mission and vision with goals and expectations for high academic standards.*

**TURNAROUND INITIATIVE COMPONENT #1**

*The Runge Elementary Campus will develop cohesive and accountable leadership teams which include the school board, superintendent, principals, counselors, teachers, parents, community, and students.*

**PROBLEM STATEMENT #1**

*20% of Runge Elementary students have the basic skills and math vocabulary necessary to function at the higher levels of mathematics grades K–5.*

**ANNUAL GOAL**

*The Building Leadership Team will review and recommend strategies by the end of the 2nd 6 weeks, to increase a minimum of one year's growth in Mathematics by 100% of our students.*

**Q1 Goal. (Aug. – Oct.)**

*The Building Leadership Team will compile a list of strategies for Math Instruction and establish current baseline data for students in grades K–5*

**Interventions**

- 1. Establish the team members by the end of the 2nd six weeks.*
- 2. Train the team in establishing their roles and responsibilities.*
- 3. A review of the current methods in place to assure a common understanding of math strategies.*
- 4. Provide an overview of the baseline data on every student K–5.*

**Data**

- List of the team members*
- List of the roles and responsibilities.*
- TEKS Resource, Math Renaissance, DMAC*

**Q2 Goal. (Nov. – Jan.)**

*The Building Leadership Team will evaluate the efficacy of the current strategies to determine if they are being effective in increasing math scores to 65% passing rates.*

**Interventions**

- 1. Review the baseline data on individual students.*
- 2. Gather and review the data to establish the effectiveness of the methods being utilized.*
- 3. Administer Benchmark test.*
- 4. Compare baseline data to benchmark data.*

**Data.**

- Math Renaissance baseline on individual students.*
- Data wall, DMAC, and formative and summative assessments.*

**Q3 Goal. (Feb. Mar.)**

*The Building Leadership Team will establish a tutorial process that focuses on individual student deficits so that every student will show a minimum of one year's growth on summative evaluations in math.*

**Interventions**

- 1. Establish a list of student groups*
- 2. Set up a schedule for tutorials.*
- 3. Create summative assessments.*

**Data.**

- Math Renaissance data.*
- Data wall, DMAC, formative and summative assessments.*

#### **Q4 – Goal. (April – June)**

*The Building Leadership Team will review and make recommendations for additional strategies for interventions as needed and formulate proposals for the following year in math.*

##### **Interventions**

1. *Identify students who haven't increased significantly in math.*
2. *Restructure and implement focused small group interventions.*
3. *Create a list for potential suggestions for the following year.*

##### **Data**

- *List of students.*
- *List of recommendations.*
- *Intervention groups.*

#### **TURNAROUND INITIATIVE COMPONENT #2**

*The leadership teams will provide guidance and support to achieve high academic performance, resulting in the enhancement of the whole educational process. Each leadership team will have a process for monitoring achievement and recommending changes as needed.*

#### **PROBLEM STATEMENT #2**

*52% of Runge Elementary students met standard for STAAR writing in 2016.*

#### **ANNUAL GOAL**

*The Professional Learning Community will research and recommend critical writing strategies including but not limited to those outlined in the Fundamental Five and share at monthly PLC meetings and implemented by 100% of the teachers resulting in a minimum of 65% of students passing the STAAR writing assessment.*

#### **Q1 Goal. (Aug. – Oct.)**

*The Professional Learning Community will analyze the fundamental 5 strategies for critical writing skills and begin instruction utilizing the strategies at least 3 times a week.*

##### **Interventions**

1. *Study the chapter from Fundamental Five on Critical Writing.*
2. *Model lessons to include critical writing in the core curricular classes.*
3. *Implement writing for the purpose of organizing, clarifying, defining, refining, analyzing, dissecting, connecting, expanding on ideas or concepts.*

##### **Data.**

- *PLC notes/agenda.*
- *Modeled lesson outlines*
- *Lesson Plans*

#### **Q2–Goal. (Nov. – Jan.)**

*The Professional Learning Community will evaluate writing samples once a month to determine the quality of the current methods, raising the baseline scores 30%.*

##### **Interventions**

1. *Training on the TEA grading Rubric for STAAR testing.*
2. *Develop a rubric for each grade level to evaluate their own writings*
3. *Evaluate writing samples.*

##### **Data.**

- *Rubrics*
- *Writing Samples*

#### **Q3 – Goal. (Feb. Mar.)**

*The Professional Learning Community will evaluate the supporting skills that may be missing and recommend focus remediation with identified 4th grade students beginning in February.*

##### **Interventions**

1. *Evaluate formative assessment across grade levels to emphasis skills that are missing.*
2. *Spiral back through fundamental skills.*
3. *Identify 4th grade students.*

##### **Data.**

- *Formative Assessment data*
- *Lesson Plans*
- *TEKS Resource spiraling component*

#### **Q4–Goal. (April – June)**

*The Professional Learning Community will review and make recommendations for additional methods of implementation of the critical writing skills across grade levels for the upcoming year.*

##### **Intervention**

- 1. Review STAAR test results in comparison to the writing benchmark to evaluate the progress of critical writing skills.*
- 2. Make recommendations for the next year's program.*
- 3. Evaluate growth of writing skills for all student grade levels.*

##### **Data.**

- *STAAR test results*
- *Meeting notes*
- *Benchmark results*
- *Student individual growth data*

#### **TURNAROUND INITIATIVE COMPONENT #3**

*The leadership teams will provide guidance and support to achieve high academic performance, resulting in the enhancement of the whole educational process. Each leadership team will have a process for monitoring achievement and recommending changes as needed.*

#### **PROBLEM STATEMENT #3**

*56% of Runge Elementary students met standard for STAAR Reading in 2016.*

#### **ANNUAL GOAL**

*The Professional Learning Community will model and provide training to assure that all core reading teachers implement Guided Reading Practices by the end of the 1st six weeks resulting in a minimum of 65% of students passing the STAAR reading assessment.*

#### **Q1 Goal. (Aug. – Oct.)**

*The PLC will establish a common method for guided reading to be utilized by the campus, by the end of the 9th week.*

##### **Interventions**

- 1. Region III Consultant lead training during PLC on guided reading.*
- 2. Reading interventionist will assist teachers in implementation of Guiding Reading.*
- 3. Reading interventionist will produce a video demonstrating guided reading practices.*

##### **Data.**

- *PLC Notes*
- *Reading Interventionist schedule*
- *Reading Interventionist's video*

#### **Q2–Goal. (Nov. – Jan.)**

*100% of the teachers are implementing the common method for guided reading on a daily basis.*

##### **Interventions**

- 1. Evaluate the implementation of Guided Reading.*
- 2. Suggest changes as needed.*
- 3. Modeling as necessary for select teachers.*

##### **Data.**

- *Walk-throughs.*
- *Lesson Plans*

#### **Q3 – Goal. (Feb. Mar.)**

*Using the RTI process identify students at Tier 2 and 3 to determine additional needs.*

##### **Interventions**

- 1. Train teachers on the RTI process.*
- 2. Targeted tutorial groups*
- 3. Grade level RTI meetings*

##### **Data.**

- *List of tutorial groups*
- *Notes from grade level RTI meetings*
- *Formative assessment data*

#### **Q4–Goal. (April – June)**

*The Professional Learning Community will review and make recommendations for guided reading and RTI interventions as needed for the next school year.*

##### **Intervention**

1. Create a list of recommendations.
2. Review plans for next year.
3. Review the RTI process.

##### **Data.**

- Targeted tutorial groups.
- STAAR test results
- Formative/Summative assessment data
- Recommendations and plan for next year.

#### **TURNAROUND INITIATIVE COMPONENT #4**

*The leadership teams will provide guidance and support to achieve high academic performance, resulting in the enhancement of the whole educational process.*

#### **PROBLEM STATEMENT #4**

40% of Runge Elementary students met standard in STAAR science in 2016.

#### **ANNUAL GOAL**

*The Professional Learning Community will compile a list of strategies that will assist 100% of the teachers to rigorously teach science utilizing manipulatives, labs, and a standard vocabulary raising test scores to a minimum of 65% passing rate.*

#### **Q1 Goal. (Aug. – Oct.)**

*The Professional Learning Community will compile a list of TEKS based science vocabulary by grade level by the end of the 1st 6 weeks.*

##### **Interventions**

1. Review grade level TEKS.
2. Compile the science vocabulary list.
3. IN PLC meetings, show the teachers where to find the information in LEAD4WARD.

##### **Data.**

- TEKS
- Vocabulary list.
- Lead4ward website and TEKS Resource website

#### **Q2–Goal. (Nov. – Jan.)**

*The Professional Learning Community will provide strategies for utilizing manipulatives and labs in all classrooms by the end of the 12th week.*

##### **Interventions**

1. Inventory current materials and order needed supplies.
2. Brainstorm strategies to use manipulatives during PLC.
3. Develop new labs.

##### **Data.**

- Inventory Sheets
- Inventory Sheets
- Lesson Plans indicating new labs
- Walk through of labs

#### **Q3 – Goal. (Feb. Mar.)**

*The Professional Learning Community will suggest a minimum of one activity per grade level to enrich science instruction through real world application.*

##### **Interventions**

1. Investigate outside resources for enrichment at various grade levels.
2. Plan for field trips and connect the opportunity to classroom experiences.

##### **Data.**

- List of outside resources.
- List of field trips taken
- Lesson plans connecting field trip to class instruction

#### **Q4–Goal. (April – June)**

*Evaluate summative assessments to determine revisions for next years science program.*

### Intervention

1. Review summative assessments to make predictions for 5th grade STAAR scores.
2. Plan revisions for the upcoming year.
3. Make recommendations for the next year's teacher training.
4. Compile a list of needed equipment / supplies for the following school year.

### Data.

- Data from summative assessments and STAAR results
- Plans for the next year
- List of professional development
- List of equipment and supplies

### **TURNAROUND INITIATIVE COMPONENT #4**

The establishment of 4 of the 4 leadership teams the 2016-17 school year.

#### **PROBLEM STATEMENT #5**

\*\*\*\*\*TURNAROUND PLAN ONLY\*\*\*\*\* Low performance at Runge Elem is the result of the lack of consistent leadership at all levels who have not been committed to a common mission and vision with goals and expectations for high academic standards.

#### **ANNUAL GOAL**

Runge Elementary will develop a cohesive and accountable Building Leadership Team and Professional Learning Community to provide leadership and monitoring of the academic direction for the school.

#### **Q1 – Goal. (Aug, Sep, Oct.)**

Establish the members and duties of the District Leadership Team (DLT), Building Leadership Team (BLT), Professional Learning Community (PLC) and the Classroom Learning Community by the end of the first 8 weeks.

#### **Interventions**

1. Select members of the BLT and PLC and establish a timeline for implementation of the process of reaching consistency and accountability in leadership.
2. Train the teams in establishing their roles and responsibilities.
3. Implementation will begin on the Campus Turnaround Plan.
4. Share the plan with all teachers and staff.

#### **Data.**

- List of teams and duties
- Notes from training
- Campus implementation plan

#### **Q2–Goal. (Nov. – Jan.)**

The teams will review the research on effective school leadership (begin with Marzano) in establishing guidelines for focusing on a vision for accountability and consistency of academic progress.

#### **Interventions**

1. Complete a literature review of Marzano's research on effective school leadership.
2. Draft a vision and guidelines for continuing academic progress.
3. Share draft plans with stakeholders.
4. Review the CSFs and establish how they would fit in the guidelines.

#### **Data.**

- List of research review
- Draft of vision and guidelines
- Minutes from the public review
- CSF and guidelines side by side review

#### **Q3 – Goal. (Feb. Mar.)**

The teams will compile a set of suggested guidelines to assure accountability and consistency of academic progress utilizing the Critical Success Factors (CSFs) as building blocks.

#### **Interventions**

1. Review input from the stakeholders and revise the guidelines.
2. Finalize guidelines and complete vision for the elementary school.

#### **Data.**

- CSF's
- Guidelines and vision statement

**Q4-Goal (April – June)**

The teams will finalize the guidelines and begin to plan for the implementation of the recommendations from the advisory groups for the 2017-2018 schoolyear.

**Intervention**

1. Evaluate the current plan and make recommendations for changes.
2. Finalize the plans for the implementation of the second year of the turnaround plan.
3. Continue research of leadership strategies over the summer by each team.

**Data.**

- Final Plan
- List of team members and areas for further research
- Dates for sharing a review of the literature during the summer of 2017.