

Campus Turnaround Plan

District Name:	San Augustine ISD	County-District Number (CDN):	203-901
Campus Name:	San Augustine High School	Campus Number:	2
Grades Served:		Date of Board Approval:	13-Apr-17

Consecutive School Years Rated Academically Unacceptable/Improvement Required: _____

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Virginia Liepman	Superintendent
Crissy Haynie	Curriculum Director
Leasa Dunn	Principal
Scott Bailey	PSP

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:	Years in current role:	Last 3 roles:	Area(s) of work expertise: (do not include degrees earned)		
Leasa Dunn	Principal	2	Principal, Asst. Princ, Teacher			
Hugh Perkins	Asst. Principal	2	Asst. Princ, Princ., Teacher			
Crissy Haynie	Curriculum Director, DSI,DLT	5	Curriculum Dir, Asst Princ., Teacher			
Scott Bailey	PSP, DLT	1				
Sharon Cartwright	Counselor	25	Counselor			
Jena Boyette	District Librarian	11	Librarian, Teacher			
Jesica Herrera	Teacher	5	Teacher			
Joush Morris	Teacher	11	Teacher			
Kim Holloway	Teacher	17	Teacher			

Merrideth Fussell	Teacher	3	Teacher
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Turnaround Plan Attestation Statements

<input checked="" type="checkbox"/>	By checking the box, we attest that if a new principal is hired on the campus prior to or during the implementation of the turnaround plan, the district must notify the agency immediately and ensure that the new principal will implement the commissioner approved plan.
<input checked="" type="checkbox"/>	By checking the box, we attest assistance was requested from parents and community members in developing the campus turnaround plan, per Texas Education Code (TEC) 39.107(a-2)(2). In addition, the request and input have been recorded and are available upon request.
<input checked="" type="checkbox"/>	By checking the box, we attest the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of trustees, per TEC 39.107(b). The comments must be submitted in the ISAM portal.
<input checked="" type="checkbox"/>	By checking the box, the superintendent and board of trustees attest this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward. The district confirms its commitment to support the school in the successful implementation of this plan.

Historical Narrative (Optional Response)

Include a historical narrative that succinctly describes the history of the campus that has led to under performance. Limit the narrative to big picture issues and the challenges of the campus. Do not exceed 3000 characters.

San Augustine High School is a rural, high minority, high poverty campus comprised of approximately 340 students. Since 2013-2014, the campus has seen 3 principal changes and each year approximately 50% teacher turnover. The culmination of teacher turnover, leadership changes, and high poverty (approximately 90% ECD) has created a difficult situation for student success. The core areas rarely have teachers that continue with the same content (or may times at the district) more than one year. With ever changing staffing, teacher quality has been difficult to address.

Needs Summary and Turnaround Plan

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

A systemic review of the Targeted Intervention Plans developed and implemented by the campus over the past three years indicated a single, pointed, and addressed-yet-unresolved root cause of campus underperformance: teacher quality. Broadly defined, teacher quality includes the recruitment and retention of highly qualified teachers and the continued development of teachers through authentic and embedded professional development activities. On this campus, a number of factors has contributed to the persistence of the root cause. The rural nature of the district, the geographical isolation and lack of job opportunities for spouses, high poverty, and low salary scale combine to make recruitment and retention of quality teachers difficult. The campus has experienced a turnover rate of 25%-50% for the last three years, with most new hires being beginning teachers, several of whom are teaching out of their content areas. Due to administrative turnover at both the campus and district levels, efforts to improve the instructional program have been disconnected and inconsistent, compounding the issue. Across the campus, the teacher quality issue manifests in four distinct ways: 1) lack of instructional/curricular alignment across content areas; 2) inconsistent assessment and progress monitoring systems; 3) inconsistent implementation of strategies learned in professional development; and 4) irregular incorporation of research-based and engaging instructional practices.

Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>	Impacted Critical Success Factors (CSFs):
Because research indicates that economically disadvantaged students benefit most from sustained and effective instruction (Nye, Konstantoupoulos, & Hedges, 2004; Sanders & Rivers, 1996), the central turnaround initiative focuses on creating, implementing, and sustaining a campus learning system designed to improve tier 1 instruction. The campus will develop a system to leverage planning, data analysis, research-based instructional strategies, and student voice to support student engagement and success through high quality instruction.	<input checked="" type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction)
	<input checked="" type="checkbox"/> CSF 2 - Quality Data to Drive Instruction
	<input checked="" type="checkbox"/> CSF 3 - Leadership Effectiveness
	<input type="checkbox"/> CSF 4 - Increased Learning Time
	<input type="checkbox"/> CSF 5 - Family/Community Engagement
	<input checked="" type="checkbox"/> CSF 6 - School Climate
	<input checked="" type="checkbox"/> CSF 7 - Teacher Quality
Outcome: <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>	
<p>The learning systems created by the turnaround initiative will ensure several important outcomes intended to address the root cause. First, collaborative planning will ensure that the curriculum is covered in a coherent and sequential manner, with emphasis on the TEKS readiness standards. Second, the newly implemented assessment process will narrow in focus to selected content objectives and support real-time remediation for students not mastering those objectives. Third, faithful adherence to The Fundamental Five will ensure that lessons have a clearly defined objective, build in student participation, and hone critical thinking skills through writing and speaking every day. Finally, leveraging student voice to inform and guide the planning process will increase student ownership, motivation, engagement, and eventually, success.</p>	
Processes/Procedures: <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>	
<p>The turnaround initiative will hinge on four pillars designed to inform and support effective instruction:</p> <ol style="list-style-type: none"> 1) Consistent, coherent, and collaborative planning during dedicated time within the school day in a PLC structure; 2) Systematic and timely formative assessments with immediate, structured re-teaching and remediation; 3) Instructional practices faithfully rooted in the foundational principles of The Fundamental Five (Cain & Laird, 2011) reflected in lesson planning and walkthroughs 4) Systemic incorporation of student voice (Quaglia & Corso, 2014) in the planning process. 	
Communications: <i>How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?</i>	

The turnaround plan provides a vehicle by which to reach this vision through the instructional strategies and techniques that impact learning of all students to include special education, ELL, 504 and GT students. Communication is a strength in the district. Lines of communication are open from the superintendent to all stakeholders including administrators, teachers, staff, parents, community members and students.

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?*

Teachers will collaborate and set personal goals based on the observations and feedback given through TTESS, walkthrough data, and student voice initiatives. Barriers to improvement will be eliminated through establishing on-going, job-embedded professional development and support. District and Region ESC staff will provide model teaching, observation, and provide immediate feedback to teachers.

Capacity and Resources: *Describe the staff 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.)*

District will provide model teaching and embedded professional development. Professional development will be aligned to support Fundamental Five Teaching Model. Student leadership teams will be created at each grade level to fully implement student voice in data and planning.

How will you allocate campus and district funds for this initiative?		
Category	Amount	Description
Payroll		
Professional Development	\$2,500	Training and materials (Student Voice, Fundamental Five, Poverty)
Supplies and Materials	\$1,200	<i>Fundamental Five</i> and <i>Student Voice</i> Books for Book study and staff development
Other Operating Cost		
Capital Outlay		