Campus Turnaround Plan

District Name:	Aldine	County-District Campus Number (CDCN):	101-902-106
Campus Name:	Goodman	Grades Served:	K-4

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Dr. Rosalinda Rodriguez	SAS & DCSI
Dr. Christina Gomez	DCSI
Jay Stailey	PSP
Angeles Perez	Principal

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:
Angeles Perez	Principal
Ammie Franklin	Assistant Principal
Leticia Sibrian	Assistant Principal
Monica Mayon	Instructional Specialist/Coach
Colleen Walsh	
Caitlin Cavallaro	
Imelda Torres	

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.

Goodman Elementary is an urban school in the north side of Houston in Aldine ISD. It is located in a neighborhood that is 95% minority with a congruent percentage of low income students. Goodman Elementary has been in and out of Improvement Required status since 2012. The current principal came to the campus in Fall of 2016 as an Assistant Principal and took over duties as principal in January 2017. Goodman was Improvement Required again for the 2016-2017 school year resulting in an Improvement Required Year 2 status. Beginning in the fall of 2017, 25% of the staff of the staff was hired new, including leadership staff.   In 2018-2019, Aldine ISD will undergo realignment and as a result the grade span configuration will change at Goodman. The student population will decrease by 300 students (40%) and it has just been announced that 30% of staff will be reassigned to other district campuses. The demographics of the school will shift from its current which is 75% Hispanic, 23% African American to 95% Hispanic. The percentage of LEP/ELL students will increase dramatically.

Include the campus vision.

Every Student Matters, Every Moment Counts. At Goodman Elementary we strive to create an environment of hands-on engaging learning characterized by high level conversations around the learning between teachers and students and among students, student ownership for their learning, high value for the learning process and one in which teachers take responsibility for student success and students take experience for their own success. In February of 2018, we will meet with the new staff for 2018-2019 and go through the visioning process.

Needs Summary and Turnaround Plan

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

The information below on systemic root cause and low performance is based upon current population. Adjustments will be made once we receive 2017-2018 data that can be applied to the new student population for the 2018-2019 school year. 1. Lack of Teacher capacity as it relates to collecting and utilizing data to effectively target student IRLs has resulted in less than half of students grades K-4 reading on grade level.   2. Lack of planning for structured writing instruction aligned with STAAR prompts has caused that only 45% of 4th grade students meet minimum standard on Writing STAAR. 3. Lack of Planned interactive, hands-on, visual learning activities for students. And excessive worksheets caused only 50% of students grades 3-4 obtaining "Approaching Grade Level" on Math STAAR.

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

1. Target Teacher Quality to ensure teacher capacity and skill to increase the student IRLs.   2. Target Teacher Capacity to provide effective instruction as it relates to developing composition writing skills 3. Maximize instruction and learning opportunities through employing new strategies and programs to transform Mathematics instruction at Goodman.

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

As we integrate the professional development provided to teachers into the classroom, we will create a learning focused environment where ALL who enter are excited about and place high value on critical thinking and learning.

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?*

A system for monitoring the progress and development of each activity outlined in the turnaround plan will be essential to ensuring that the turnaround initiatives are implemented effectively. Development of a Turnaround charter will be needed in order to effectively monitor and communicate the progress of achieving the milestones.

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

Processes and	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	Survey and Inventory the staff on perceptions regarding the current processes and procedures.	Fall 2018-Spring 2020	Angeles Perez, Principal				Select	
	Survey and Inventory the parent on perceptions regarding the current processes and procedures.	Fall 2018-Spring 2020	Jamila Brown, ITech				Select	
							Select	
							Select	

	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
Intermediate: *(Implementation)*	Development of System for tracking, monitoring and celebrating Fact Fluency for students.	Fall 2018-Spring 2020	Monica Mayon, Skills specialist				Select	
	Math Fact Competitions with other Aldine Schools	Fall 2018-Spring 2020	Monica Mayon, Skills specialist				Select	
							Select	
							Select	
Long-Term: *(Results)*	Teacher/student led PLCs and Instruction	Fall 2018-Spring 2020	Colleen Walsh, Literacy Coach				Select	
		Spring 2019-Spring 2020	Ammie Franklin, Assistant Principal					
	Increased volume of texts on or above level in classrooms. Decrease in volume of text below level in libraries.	Fall 2018-Spring 2020	Caitlin Cavallaro, Literacy Specialist, Imelda Torres, Bilingual Literacy Specialist				Select	

Processes/Procedures Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	**Check in date:** <enter date>	<Enter Text>

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?*

In order to eliminate barriers to improvement we are incorporating our Literacy Media Specialist into our instructional initiatives to promote IRL growth. She will no longer be used as an ancillary rotation staff rather she will support the literacy aspect of the turnaround initiative through open library and classroom supports. We are also asking the district to provide Goodman with a Bilingual Interventionist and Bilingual Specialist in order to support the students that will comprise the vast majority of the student population at Goodman. Additionally, we are requesting a full time science lab specialist so we may provide our students with the necessary interactive hands-on learning experience.

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

Organizational	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	Integrating Literacy Media Specialist as a support to Literacy Turnaround Initiatives	Fall 2018-Spring 2020	Johtell Johnson,, Literacy Media Specialist				Select	
							Select	
							Select	
							Select	
Intermediate: *(Implementation)*	Create and Implement Science Lab for grades 3-5	Fall 2018-Spring 2020					Select	
							Select	
							Select	
							Select	
Long-Term: *(Results)*	Integrate Literacy in Math, Science and Social Studies by utilizing titles within instruction.	Fall 2018-Spring 2020	Colleen Walsh, Literacy Coach				Select	
							Select	

Organizational Structure Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Organizational Structure Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Organizational Structure Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Organizational Structure Implementation Status:	**Check in date:** <enter date>	<Enter Text>

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.)*

Outside Professional Development in the area of Project Based Learning, Formative Assessment, Interactive and Hands-on Learning. We will purchase titles for all classrooms in the areas of Science, Math and Social Studies.

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

Capacity and	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	Targeted Staff development (differentiated based upon individual teacher need)	Fall 2018-Spring 2020	Skills Specialist Team				Select	
	Development of System for tracking, monitoring and celebrating IRL growth for students and teachers.	Fall 2018-Spring 2020	Colleen Walsh, Literacy Specialist				Select	
	Professional development with local ESC in Science (STEM)	Fall 2018-Spring 2020	Science Specialist, TBD				Select	

	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
							Select	
Intermediate: *(Implementation)*	Implementation of Writing Boot Camp Cycle on Fridays (Grades 2-4)	Fall 2018-Spring 2020	Angeles Perez, Principal				Select	
	Mock Composition Rating	Fall 2018-Spring 2020	Caitlin Cavallaro, Skills Specialist				Select	
	Implementation of Classroom Labs (pets, plants, weather station)	Fall 2018-Spring 2020	Science Specialist, TBD				Select	
	Quarterly Campus Science Expo - classroom projects	Fall 2018-Spring 2020	Science Specialist, TBD				Select	
Long-Term: *(Results)*	Student Self and Peer Rating Compositions	Fall 2018-Spring 2020	Caitlin Cavallaro, Skills Specialist				Select	
	Increased number of teachers obtaining advanced balanced literacy training.	Fall 2018-Spring 2020	Ammie Franklin, Assistant Principal					
	Increased volume of texts on or above level in classrooms. Decrease in volume of text below level in libraries.	Fall 2018-Spring 2020	Colleen Walsh, Literacy Coach				Select	

Capacity and Resources Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	**Check in date:** <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?*

We will begin the process of visioning in February 2018 with the new Goodman Staff. Subsequent meetings and visioning retreat (Summer 2018) will support the work in developing the vision and communication plan for turnaround initiatives.

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

Communication	Activity	Timeline	Person(s)	Resources	Expected Outcomes	Results	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	Visioning training	Spring 2018	Angeles Perez				Select	
	Visioning retreat	Summer 2018	Angeles Perez				Select	
	Collaborative development of Turnaround Charter and milestones	Fall 2018-Spring 2020	Angeles Perez, Leadership Team and All staff				Select	
							Select	
Intermediate: *(Implementation)*	Ongoing updates regarding milestones	Fall 2018-Spring 2020	Jamila Brown, ITECH				Select	
	Ongoing communication via Social Media	Fall 2018-Spring 2020	Jamila Brown, Angeles Perez				Select	
							Select	
							Select	
Long-Term: *(Results)*	Student developed/led communication participation	Fall 2018-Spring 2020	Donna Burrell, Teacher				Select	
	Student Documentary	Fall 2019-Spring 2020	Jamila Brown, ITECH					
							Select	

Communication Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Communication Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Communication Implementation Status:	**Check in date:** <enter date>	<Enter Text>
Communication Implementation Status:	**Check in date:** <enter date>	<Enter Text>

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

Category	Amount	Description
Payroll	11,000	Extended Day tutorials, Extended Week Enrichment Tutorial.
Professional Development	5,000	ESC Professional Development (STEM),), The Leader in Me Conference,
Supplies and Materials	13,500	Science Lab materials, Titles for Libraries, Weather Station, Technology Device (IPADS for SWVLs)

Other Operating Cost	10,000	Conference Attendance (AIE), Printing Materials (Formative Loop, Daily Rigor, Fast Focus), Education Galaxy, Lone Star Learning, Communication printing,
Capital Outlay		

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

CSF 1: Coherent Curriculum and Assessment	Balanced Literacy (IRLs, Titles, libraries)
CSF 2: Leadership Effectiveness	Conference, Leader in Me
CSF 3: Teacher Quality	Professional development, coaching, SWVL observation
CSF 4: Family/Community Engagement	Communication, developing Social Media, Surveys
CSF 5: School Climate and Culture	Visioning training, environmental development