

Campus Turnaround Plan

District Name:	Aldine ISD	County-District Number (CDN):	101902
Campus Name:	Davis Senior High School	Campus Number:	*012
Grades Served:	Reclassified 9th, 10th-12th	Date of Board Approval:	

Consecutive School Years Rated Academically Unacceptable/Improvement Required: 2nd Year IR

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Mr. Thomas Colwell	Principal
Dr. Christina Gomez	DCSI
Mrs. Billie Grays	PSP
Dr. Kanisha Wiley, Dr. Aneil Smothers, Dr. Timothy Price, Dr. Stefanie Bush, Mr. John Bathke, Mrs. Marcella Strahan, Mr. Alvin Ardley, Mr. Andy McCracken, Mr. Rickie Duncan	Assistant Principals
Latasha Mack, Marsha Willis, Willette Trotty-Aubrey, Frederick Delk, Brenda Peak, Kathyanne Sheffield	Skills Specialists and Department Chairs
Joseph Johnson, Mhari Guidry, Susan Otto, Chelsea Davis-Bibb, Julia Hunt	Teachers

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)
Mr. Thomas Colwell	Principal	6	Principal, Assistant Principal	Instructional Leadership, Administration
Mr. Kenneth Knippel	Assistant Superintendent	5	Principal	Administration, Discipline
Dr. Aneil Smothers	Assistant Principal	5	Assistant Principal, Teacher	Science, Master Schedule
Dr. Kanisha Wiley	Assistant Principal	5	Assistant Principal, Testing Coordinator, Teacher	Campus Improvement, English as a Second Language

Mr. Andy McCracken	Assistant Principal	5	Assistant Principal, Technology Specialist, Teacher	Career and Technology Education, Buildings and Properties
Dr. Timothy Price	Assistant Principal	5	Assistant Principal, Department Chair, Teacher	Social Studies, Discipline
Mrs. Marcella Strahan	Assistant Principal	4	Assistant Principal, Counselor, Teacher	Special Education
Dr. Stefanie Bush	Assistant Principal	1	Assistant Principal, Coordinator of At-Risk Programs, Program Director	English
Mr. Alvin Ardley	Assistant Principal	3	Assistant Principal, Instructional Coordinator, Lead Teacher	Career and Technology Education, PE and Health
Mr. John Bathke	Assistant Principal	3	Assistant Principal, RTI Coordinator, Lead Teacher	Mathematics, Transportation
Mr. Rickie Duncan	Assistant Principal	2	Assistant Principal, Teacher	Foreign Language, Performing Arts, Attendance
Mrs. Latasha Mack	Skills Specialist	1	Teacher, Skills Specialist	English/Language Arts
Mrs. Willette Trotty-Aubrey	Skills Specialist	5	Teacher	Science
Mrs. Marsha Willis	Skills Specialist	2	Teacher	Social Studies
Mrs. Brenda Peak	Skills Specialist	1	Teacher	English as a Second Language
Mr. Frederick Delk	Skills Specialist	2	Teacher	Mathematics

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.

Davis HS serves a number of residential neighborhoods and apartment complexes in the north Houston area. We are here to ensure the educational attainment of students who are enrolled in grades 10 - 12 within the Aldine Independent School District. 9th grade students within the school district are served at a 9th grade campus associated with the senior high campus. Although initial instruction occurs on this campus for 9th grade students, those students who are not successful in attaining their course credit move to the senior high campus and students are provided the opportunity to repeat the course to attain credit. Davis HS opened its doors in August of the 2012-2013 school year, and welcomed an initial group of 9th and 10th grade students. During the 2013-2014 school year, we maintained this same group of students (10th and 11th grade) while Davis 9th grade campus opened its doors welcoming their first group of students. The first year of accountability for Davis HS was the 2014 Accountability Year and we met standard. During the 2015 and 2016 Accountability years, Davis HS did not meet standard in both Domains 1 and 3. During the 2015 Accountability Year, we missed standard in Domain 1 by 2 points and in Domain 3 by 1 point. During the 2016 Accountability Year, we missed standard in Domain 1 by 5 points and in Domain 3 by 2 points. There are a number of issues that we are facing at Davis that impact our ability to effectively serve our students: high mobility rate due to our proximity to a neighboring school district, high number of students new to the country, and an increasing number of students enrolling from our 9th grade campus who need to retest in December on one or more of the 3 STAAR EOC tests that are tested at the 9th grade level (Algebra 1, Biology, and English 1). The number of retesters that require intervention inherited from the 9th grade campus forces the high school campus to develop, implement, and monitor a comprehensive intervention plan to address retesters in the three 9th grade level STAAR EOC tests. This year, our campus was required to provide intervention for 719 students in English 1, 362 students in Algebra, and 205 students in Biology. Each of these tests are given at the 9th grade level. Students' inability to meet passing standard on these tests at the 9th grade level requires the senior high campus to intervene in subject areas that are not taught at this level. As the number of retesters increases each year, the accountability rating at Davis HS is negatively impacted. Due to the high mobility rate of students on our campus, we also experience a significant attendance issue. Our current attendance rate averages at about 91% of the student population, resulting in about 9% of our students failing to regularly attend school. Many of our students move between our school attendance zone and the attendance zone of our two closest school, Westfield and Dekaney HS, both within the Spring ISD.

Needs Summary and Turnaround Plan

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

We struggle to provide a positive culture for student achievement.

Turnaround Initiative: *Describe your systemic approach for turning around the campus.*

Impacted Critical Success Factors (CSFs):

We will promote a positive culture for student achievement by increasing accountability measures that focus on building a structured, innovative learning environment.	<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 checked="" type="checkbox"/>	CSF 5 - Family/Community Engagement
	<input checked="" type="checkbox"/>	CSF 6 - School Climate
	<input checked="" type="checkbox"/>	CSF 7 - Teacher Quality

Outcome: *Describe how the turnaround initiative will resolve the identified systemic root cause.*

As a result of the accountability measures in place, Davis High School will become a campus dedicated to the success of all students. Collaboration and collegial relationships focused on student achievement will be fostered, resulting in effective implementation of instructional strategies and techniques and encourage teachers to move beyond rote instruction to innovative, engaging instructional delivery. Teachers and students will have more involvement in the operations of the campus, thereby increasing their support of campus initiatives. Increased student attendance will improve individual achievement and provide opportunities to be more engaged in the campus environment.

Processes/Procedures: *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*

We will implement three main objectives that will serve as accountability measures. 1) Instructional rounds and coaching will be conducted monthly focused on ensuring that the instructional program on campus is rigorous, relevant, and aligned with state standards. Instructional strategies and techniques will be modeled and implementation will be assessed regularly through classroom observations conducted by administrators, instructional coaches, and teachers. Additional training will be provided regarding instructional delivery as needed. 2) Teacher and student advisory committees will be established for teachers and students to increase the level of communication. Committee meetings will be held monthly and feedback obtained during committee meetings will be used in improving campus climate and culture. 3) An attendance officer will be employed for the campus that will assist in monitoring student attendance, recovering potential dropouts, and communicating with parents of students with chronic absenteeism. An Attendance Committee, consisting of the campus attendance clerk, registrar, assistant principal, attendance officer, and teachers, will be established to monitor student attendance and work with the Attendance Officer regarding attendance issues.

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 communicate with stakeholders in a variety of methods: Campus meetings (faculty, student, parent), Professional Learning Communities, Individual conferences with staff members, Home visits with Attendance Officer, Email, Campus Website, Home Access Center, E-newsletter, Telephone and Voice Messaging System, Workshops and Professional Development, Social Media, Surveys

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?*

A number of barriers currently impact our culture towards student achievement. Teacher apathy and complacency and teacher receptivity to peer observation and feedback impact the willingness of teachers to move beyond rote classroom instruction to more innovative, energized classroom instruction. Clear and consistent communication with staff members also impedes our culture regarding student achievement. Poor communication regarding student attendance between teachers and multiple staff members has led to issues in accurate documentation of student enrollment and regular attendance to school. To eliminate these identified barriers, we will change the scope of the leadership team to shift from managerial to instructional leadership. Administrators will participate in instructional rounds and communicate with other campus leaders to increase the level of accountability for quality classroom instruction and provide positive and effective feedback. In addition, we will increase the level of involvement of teachers in the promotion of quality instruction campus wide through their involvement in instructional observations throughout the campus. Instructional rounds and coaching will focus on campus identified expectations regarding classroom instruction. These observations will not be tied to the teachers' appraisal system, but be aligned to expectations regarding the classroom environment and instructional delivery that will lead to a positive culture. We will create a master schedule that will be utilized to ensure that all teachers benefit from instructional rounds and classroom observations. Substitutes will also be provided for staff members that will be participating in the instructional rounds when those rounds are conducted during non-planning times. By involving individuals at all levels of instruction, we aim to increase the willingness of teachers to invite staff members into their classrooms and decrease teacher apathy and complacency towards instruction. To increase the level of communication regarding campus policies, procedures, and initiatives, we will provide advanced notice to teachers and students regarding advisory committee dates so that those individuals will be prepared to participate. Agendas will be developed prior to each meeting to ensure that conversations are productive and focused. Regarding student attendance, an administrator on campus will be designated to work closely with the Attendance Officer and Attendance Committee to ensure that communication regarding students with attendance issues is clear and efforts are put into place expeditiously in order to intervene with students with chronic attendance problems.

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.)*

We are in need of an additional staff member to serve as the campus Attendance Officer. We currently share a district Attendance Officer with another high school campus, but due to our large enrollment, we are in need of a designated full-time officer for our campus. This individual will be responsible for working with the campus administrative team, clerical staff members, and teachers to monitor student attendance, conduct home visits for students that have been identified as truant, and develop intervention plans for students that have chronic attendance problems.

How will you allocate campus and district funds for this initiative?		
Category	Amount	Description
Payroll	\$70,000	Payroll and Benefits for 1 teaching unit
Professional Development		
Supplies and Materials		
Other Operating Cost		
Capital Outlay		
Systemic Root Cause: <i>Describe the systemic root cause that has led to low student performance.</i> We struggle to provide adequate intervention courses for retesters who have been unsuccessful on more than one STAAR/EOC test.		
Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i> We will implement a full day intervention program on our campus. This program will increase the learning time offered to students throughout the entire school day, not just during the daily 45 minute intervention period. This initiative will focus on: providing targeted instruction in each of the 5 EOC tested subject areas and enhancing teacher quality by allowing for alignment both on campus as well as with the 9th grade campus.		Impacted Critical Success Factors (CSFs): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction) <input checked="" type="checkbox"/> CSF 2 - Quality Data to Drive Instruction <input type="checkbox"/> CSF 3 - Leadership Effectiveness <input checked="" 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>		

This initiative will assist in allowing the campus to address students who are in need of intervention in more than one EOC test. The plan will allow for more focused attention to be placed on the EOC content that needs to be re-taught without the interference of teachers having to teach another content area. Students who are required to take multiple retests will be able to have 45 and 90 minutes of targeted intervention in English, Mathematics, and Science, therefore increasing their learning time. The alignment of PLC time with teachers in this area will allow for teachers to work and plan together to ensure that each subject area is aware of the expectations and plans of the content area. Vertical alignment with the 9th grade campus will allow for differentiation in instruction so that content can be presented in a way that differs from initial instruction.

Processes/Procedures: *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*

Processes and Procedures that we will put in place to address this initiative is as follows: 1) Adjust the master schedule to include 90 minute Grad Prep class in English, Mathematics, and Science; 2) Instructional coaching will be provided to ensure that teachers are differentiating instruction and utilizing data to drive their instruction; 3) Classroom observation will be utilized to ensure that teachers are addressing the targeted TEKS; 4) Collaborate with the 9th grade campus to discuss vertical alignment, utilization of instructional techniques, and dissemination of current data; 5) Professional development offerings during the summer and throughout the school year to improve teacher quality in all tested areas; and 6) After December testing, student performance will be reviewed and changes to the student's schedule will be implemented if the student is in need of intervention in an additional content area.

Communications: *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

The following communication methods will be utilized to communicate this initiative: 1) Email; 2) Website; 3) Conferences; 4) Professional Development trainings; 5) Direct communication (Face-to-Face); 6) Meetings (staff, parent, and student)

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?*

One of the barriers we currently experience regarding effective implementation of this initiative is the current structure of our master schedule. We service students who are in need of intervention through one 45 minute daily class period. This allows us to only intervene with one retest per semester. Students in need of multiple retests are unable receive additional support until they are successful on at least one of their retests. An additional barrier towards implementation is inadequate training of teachers at the senior high campus to provide instruction on content that is taught at the 9th grade campus. One last barrier to effective implementation is our building capacity. We currently have few available classrooms to house the addition of 5 staff members. These barriers will be eliminated by: 1) We will restructure our master schedule to allow for additional 90 minute Grad Prep classes; 2) We will hire teachers that are trained in teaching the English 1, Biology, and Algebra 1 content; 3) We will make adjustments in PLC and conference periods to allow for greater flexibility in classroom availability.

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.)*

We are in need of the following staff additions to effectively implement this initiative: 5 classroom teaching units to provide instruction in 90 minute Grad Prep classes. These teachers will provide direct instruction in the following content areas: (2) English 1,(2) English 2, (2) Algebra, and (1) Biology. Instruction provided by teachers in these classes will focus primarily on the concepts and skills that are identified through the TEKS and tested on the STAAR EOC exams.

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

Category	Amount	Description
Payroll	490,000	Payroll and Benefits for 5 teaching units (\$70,000/unit)
Professional Development	6,300	After School Professional Development for 5 teachers (9 sessions, 4 hours each session, \$25/hr)
Supplies and Materials	10,000	Curriculum Resources for EOC content areas
Other Operating Cost		
Capital Outlay		