



Everyone Achieves. No Exceptions. No Excuses.

# THE TURNAROUND DESIGN WORKBOOK

## REACH ACADEMY

### Diagnosis

What's Wrong (equity gaps for gender, race, language, poverty, content area, grade levels, etc.)

- 1.) Sped
- 2.) MS ELA teacher, Math teacher
- 3.) Grade 5/6 Achievement
- 4.) New 5<sup>th</sup> and 6<sup>th</sup> grade students each year.
- 5.) Grades 2-5 Reading
- 6.) Grades 3, 5-8 Math achievement

### What's Trending?

(plot your trend lines for key areas)

Math – 27%, 29%, 27% - graduated – flat line  
Math – 38%, 27%. 38% - 7<sup>th</sup> grade going to 8<sup>th</sup> grade  
Math – N/A – 14%. 36%, 6<sup>th</sup> grade going to 7<sup>th</sup> grade  
Math – 19%, 38% - 4<sup>th</sup> grade going to 5<sup>th</sup> grade

Reading – 50%, 52%, 50% - graduated – going to ?  
Reading – 58%, 54%, 58% - 7<sup>th</sup> grade going to 8<sup>th</sup> grade  
Reading - 28%, 46%, - 6<sup>th</sup> grade going to 7<sup>th</sup> grade

## WHAT BLOCKS HIGH PERFORMANCE?

### External Factors

#### Structural

- 1.) MS Schedule (Specials, Time/Location)
- 2.) No Renewal

#### (Inter)Personal

- 1.) Panic Mode

## WHAT BLOCKS HIGH PERFORMANCE?

### Internal Factors

**Structural**

- 1.) MS Schedule (Specials – Time/Location).
- 2.) No Math PD

**(Inter)Personal**

- 1.) Hiring of MS Math teacher
- 2.) Coaching, collaborating, modeling.
- 3.) Leadership team.

## Target-Setting

School:  
Principal:

<b>MATH</b>				
Grade Level	2013-14 %/# Passing	2014-15 Cohort %/# Passing	# Passing (incoming) + # Targeted to Pass = # 2014-15 Target	2014-15 Target
3	33% 18/56	29% 15/51	15+4=19	37%
4	35% 18/52	37% 17/46	17+2= 19	41% 19/42
5	26% 7/27	25% 12/47	12+4=16	34% 16/47

<b>READING</b>				
Grade Level	2013-14 %/# Passing	2014-15 Cohort %/# Passing	# Passing (incoming) + # Targeted to Pass = # 2014-15 Target	2014-15 Target
6	36% 15/43	12% 5/43	5+3=8	19% 8/43
7	38% 19/50	30% 8/27	8+6=14	52% 14/27
8	27% 11/41	45% 17/38	17+9=26	68% 26/38

## Unpacking the Targets

What are your gap-closing targets (gender, race, language, poverty)?

N/A

All students are low income, African-American and female.

How and when will you set targets by individual class?

- 1.) 1 week after SMI and SRI benchmark testing
- 2.) Testing will take 1 week in August.

September 8<sup>th</sup> – individual class targets - DCAS

How and when will you set targets by individual student?

September 15<sup>th</sup> using SMI and SRI.

Teachers and Administration will set these goals with students.

## **Message**

### **What's Your Message?**

**Existing: "Reaching and Testing for Excellence".**

**New idea: "Reach Girls Rock...ALL-WAYS".**

### **What's Your Brand? (what do you want people to say about you)**

- 1.) Your daughter is in good hands.**
- 2.) Pushed beyond limits.**
- 3.) Achieve as a whole child.**

### **How will you establish BOTH?**

- 1.) Announcements
- 2.) Letterhead
- 3.) Paintings/Posters
- 4.) Verbally from teachers/staff
- 5.) T-shirts for staff and students.

## Data Use

### **Professional Development –**

**What do teachers need to UNDERSTAND & USE data?  
When and how will you provide this?**

**PD must be uniformed as most teachers did not understand:**

- 1.) Why data is important**
- 2.) How to use data to improve instruction**

**Data Conference: will use videos through PD360, literacy points, celebrating improvement through our current data.**

**First PD: will identify 1-2 areas of focus while administration provides feedback on these areas.**

### **Target Students –**

**How will you determine the skills/strategies these students need?  
When and how will you provide this?**

- Aims Webb – highest degree of need – Intervention students**
- Test Wiz – common assessment – All – Intervention students**
- SMI/SRI – benchmarks – All – Intervention students**

**Elementary – 90 minute blocks – need to understand process**

**Middle – 70 minutes**

**What additional support and interventions will you provide?**

### **Intervention Students –**

**How will you determine the remediation these students need?  
When and how will you provide this?**

- **Aims Webb – Intervention students**
- **Test Wiz – all 3 cohorts**
- **SMI/SRI – benchmark tests**
- **RTI supports lowest level students:**
  - 1.) **20 min pull-out**
  - 2.) **RTI homework block**
  - 3.) **SSR – need expectations (time, documentation, resources)**

### **Parent Support**

**How will you make parents aware of their children's needs?  
How will you help parents help their children?**

- 1.) **Daddy/daughter events**
- 2.) **Letter home**
- 3.) **Phone blasts**
- 4.) **Adding PBS**



## **Resources (see the master list for this section)**

**Which five resources are **best** aligned toward hitting your target?**

1. Students
2. Teachers
3. Leadership Meetings
4. Curricular – except writing and social studies.
5. Staff Development – teacher training.

**Which five resources are **least** aligned toward hitting your target?**

1. Computer Lab
2. Library
3. Master Schedule
4. Instructional time
5. Admin Schedules

**Choose one thing in each of the following critical areas that you can realign to better hit your target(s). Carefully define how you will go about doing this and who it will affect. What are the outcomes you anticipate by making this happen?**

### **Community/Parent**

Parent/Teacher Conferences:

- 1.) Value of conference and amount of conferences
- 2.) Three times per year (provide food and babysitters)

First conference – October 2-3  
Second conference – November 24-25  
Third conference – February 12-13  
Fourth conference - April 16-17

### **Time (THINK BIG!)**

- Master Schedule – modify to assist with student achievement, daily reading and math.
- Instruction Time – adjustment of lesson plan format which aligns to evidence based teaching.

### **Programs (curricular, community, after-school, Title-1, etc.)**

- Special Education – more efficient psych, established responsibilities, and in-house audit.
- Curricular (writing) – S.S. teacher will work with Mrs. Banks, more PD training around task, visiting effective classrooms, and collect examples. Training will also take place. Mrs. Banks will train staff.

### **Facilities (classrooms, building, lunchroom, yard, labs, etc.)**

Computer Lab – (30 computers), bright light, longer space, new tech teacher, ability to assist with writing.

### **People (positions, expertise, etc.)**

- Admin – adjusting admin schedule, creating evaluation schedule and how feedback will be provided.

Maitland an Allen will see each teacher twice a week.

**Actual \$\$\$ (funding sources, school account, PTA, grants, etc.)**

- PD Funds – external factor.
- N/A – Funds seem aligned.

**What's Got to Go? List three things that are perceived as resources but are actually blocking high achievement that you will remove or trade-in (keep in mind the political costs for what you choose and don't go too far!)**

**What's Got to Go? (If you can get something in exchange – from the community or district – list what that might be!)**

1. Old textbooks and any other not aligned to Common Core.
  
2. Calculators (upgrade)

## **Successful Classrooms**

What does it mean for you to be helpful? What should it mean? What should it look like in classrooms? Team meetings? Faculty meetings?

### **Being Helpful Means:**

- 1.) Make time for classroom visits.
- 2.) Spending time speaking with teachers in non-threatening ways.
- 3.) Lesson studies and peer visitations for teachers.
- 4.) Conduct PLC's and team meetings weekly.
- 5.) Make PD differentiated and meaningful.

How will you professionally develop teachers in a model for successful classrooms?

### **Target and Methods:**

- 1.) Provide staff development updates in weekly newsletter.
- 2.) Positive feedback to parents.
- 3.) Purchase core materials (writing).

### **Student Connection to Learning:**

- 1.) Student reflection journals
- 2.) Performance tasks

### **Physical Space:**

- 1.) Set up a model classroom
- 2.) Updated data
- 3.) Post current student work
- 4.) Use PD360 for modeling

**What kind of system will you set up so that you and your administrative team are spending constructive time in classrooms?**

- 1.) Develop “walk thru” schedule. All teachers will be seen by 2/4 evaluations weekly.**
- 2.) Coaches will provide modeling.**

**What kind of “back-up” will you have to make sure you get to stick to your classroom visits?**

**Back-up plan is “Ghost Walks”. They will be done before or after school and feedback will be left for the teacher.**

**What will your feedback loop be and how will you capitalize on it?**

**We will use message books for immediate feedback.**

**School leader will provide a weekly newsletter that will be sent through email and use PD360 as evidence of these walk-thrus.**

## **Tuesday Morning Playlist**

- 1. Hiring of ELA, Reading Specialist, Data Coach, and set up interviews.**
- 2. Begin logistics of SSR program (length, expectations and resources).**
- 3. Order t-shirts with “Reach Girls Rock...All-Ways”**

## “Top Ten List” for Turnaround...

What’s the Action?	Who Will Do It?	When Will It Be Done?
1. Hire ELA, Reading Specialist. Data Coach.	Interviews	8/5
2. Develop SSR Program/80min per day.	Blasé/Maria	8/15
3. Develop attainable targets for Each grade level.	Tara/Blasé/Denise/Maria	Week of 9/8
4. Develop Class Targets	Same as above	Same as above
5. Have goal-setting conferences To establish student targets.	Homeroom Teachers	Week of 9/15
6. Implement REACH new message	Leadership Team	8/6
7. Provide additional parent/ teacher conferences.	Admin Assistants	8/6
8. Restructure Master and Admin schedule.	Leadership Team	7/30
9. Add performance task to benchmark		

**assessments.**

**Teachers**

**8/30**

**10. Develop Evaluation Schedule**

**Tara/Blasé**

**9/1**