

OHS Turnaround Plan 2016-2017 Word Version 2016-05-31

Historical Narrative	<p>Over the last four years, the Odessa High School (OHS) leadership team maintained a focus of simply meeting accountability rather than focusing on changing systemic issues such as effective classroom instruction and systems for support. Data analysis of various accountability sources revealed the following:</p> <ol style="list-style-type: none">1. Only 56% of students taking English I and English II EOC scored at the phase-in satisfactory standard;2. Only 29% of students taking Algebra I EOC scored at the phase-in satisfactory standard;3. Only 58% of students taking Biology EOC scored at the phase-in satisfactory standard;4. Only 21% of Economically Disadvantaged students and only 29% of Hispanic students reached the phase-in satisfactory standard while no students reached the advanced standard on the Algebra I EOC;5. Only 51% of Economically Disadvantaged students and 57% of Hispanic students reached the phase-in satisfactory standard while no Economically Disadvantaged students and only 1 Hispanic student met the advanced standard on the Biology EOC;6. While student performance exceeded the target score of 31 in social studies, only 11% of both Economically Disadvantaged and Hispanic students met the advanced standard;7. Over the last three years, the teacher retention rate at OHS was only 78.24%;8. Over the last three years, the administrator retention rate was only 56.95%;9. Over the last two years 10.51% of OHS teachers had no previous experience;10. Over the last four years, the district has suffered an extreme teacher shortage (over 100 short district-wide in 2015-16) causing OHS to employ several long-
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	<p>term substitute teachers in core content areas;</p> <ol style="list-style-type: none"> 11. Although student attendance is up this year over a full percentage point, OHS continues to lag behind the state attendance rate by more than 3%; 12. Parental engagement is very low, often times seeing fewer than 20 parents attending informational meetings despite extensive efforts to notify all parents of nearly 4,000 students; 13. Over the last two years, our dropout average is 4.2%, two full percentage points higher than the state. <p>Prior to 2015-2016, Odessa High was a 10-12 campus with approximately 160 over-age freshman each year. This structure placed a disproportionate burden on a small group of historically underperforming students due to the move to End of Course exams with three administered during the freshman year. The middle school transition has now created a high school structure including 9-12 grade students, allowing a more natural balance with our current accountability system.</p>
<p>Systemic Root Cause</p>	<p>Following our data collection process, we identified two primary systemic areas of concern as root causes of our failure:</p> <ol style="list-style-type: none"> 1. The lack of an effectively implemented system of support (SOS) for teachers and staff to guarantee effective Tier 1 instruction; 2. A failure to identify and support individual student needs including academic and psychosocial (social/emotional) development to guarantee effective Tier 2 and Tier 3 instruction.
<p>Turnaround Initiative</p>	<p>OHS Turnaround Initiative: SOS = Save Our School Through Effective Systems of Support: Odessa High's SOS plan was born out of our efforts to gather data and input from our parents, community, faculty, and staff. We have a high sense of urgency as we realize that</p>

	<p>the most powerful intervention is effective initial instruction. We also believe that we will require additional support from our district partners to guarantee the success of this plan.</p> <p>SOS is designed to move us from our defined problems to the OHS Mission of providing all students with the opportunity to learn at high levels so they are prepared for success in life including college, career, and achieving their dreams.</p> <p>This approach requires commitment from the following stake-holders:</p> <ol style="list-style-type: none"> 1. ALL faculty and staff who will be fully engaged in the process of ensuring academic success for all students; 2. ALL students who will be full engaged in the efforts to prepare themselves for the lives they desire; and 3. ALL parents, guardians, and supporters who will be aware of their child’s needs as well as the services and resources available to help their child succeed. <p>This plan will include two strategies:</p> <ol style="list-style-type: none"> 1. Establishing a system of support for teachers and staff guaranteeing effective Tier 1 Instruction; 2. Establishing a system of support for students guaranteeing effective Tier 2 and Tier 3 instruction.
Outcome	<p>The Odessa High School Turnaround Initiative has led us through an extensive evaluation of our current standing by collecting data from a variety of stakeholders including parents, community members, teachers, staff, and administrators. We believe that, because of this initiative, we will better meet our students’ needs in the early stages of the process by establishing effective systems of support for students and teachers. Those systems of</p>

	<p>support will provide a sustaining value for Odessa High School for many years to come. What will this look like for Odessa High School?</p> <ol style="list-style-type: none"> 1. The faculty and staff will be fully engaged in the process ensuring academic success for all students. The faculty and staff will work collaboratively to evaluate data, plan, and serve our diverse populations. The faculty and staff will be equipped with the instructional tools and materials they need to ensure student success. The faculty and staff will invest not only in their own success, but also in the success of their students and the OHS community. The faculty and staff will use effective two-way communication systems within the school and within the community. The faculty and staff will show themselves as responsible partners in our Mission to prepare all students for success in life including college, career, and achieving their dreams. 2. Students will fully engage in the effort to prepare themselves for the life they desire. Students will maintain an awareness of their progress and needs for adjustment along the way. Students will take personal responsibility, not only for their success, but also accepting responsibility for their contribution to the overall success of their school. Students will be owners in the Mission of preparing for their success in life including college, career, and achieving their dreams. 3. Parents will be aware of their child's needs as well as the services and resources available to help their child succeed. Parents will be engaged and will engage in the process, becoming partners with the school in the Mission of helping their child prepare for success in life including college, career, and achieving their dreams.
<p>Process and Procedures</p>	<p>The goal for the OHS turnaround plan is to better meet the needs of our teachers and students by creating effective systems of support for students and teachers that will provide a sustaining value for Odessa High School. To ensure that the OHS turnaround initiative is successful and leads to increased student academic achievement and overall success, we recognize that we must hold ourselves accountable. We must continuously</p>

monitor every aspect of our learning environment to guarantee accountability through the use of all available resources in a timely manner. This system must continuously monitor activities, adjust course, and eliminate redundancies and ineffective processes whenever possible. Inasmuch, the following strategies will be implemented, utilizing current effective instructional and operational practices:

Strategy 1. System of Support for Teachers and Staff Guaranteeing Effective Tier 1

Instruction - Increase instructional support for teachers and staff by:

- a. Utilizing two-way feedback to evaluating teacher performance including walkthroughs (snapshots and formal), observations, administrative/teacher conferences, reviewing teacher reporting requirements, and working toward commitment to our vested interest;
- b. Supporting teachers who are in their first year, new to campus, or otherwise identified as needing focused support for success through mentoring, coaching, and tailored professional development;
- c. Implementing mentor selection utilizing a mentor checklist” and establish guidelines for mentors;
- d. Enhancing our current systems for teacher evaluation, data analysis, and planning appropriate instruction utilizing a standards based curriculum, while including ongoing evaluation and adjustment via effective collaborative teaming and support from the district's curriculum and professional development departments;
- e. Developing a survival packet for all teachers and staff;
- f. Enhancing our campus culture by continuously working to build our team’s knowledge of one another, commitment to one another, and celebrating success, both small and monumental.

Strategy 2. System of Support for Students for Effective Tier 2 and 3 Instruction - Increase support for students by:

	<p>a. Restructuring the bell schedule to include a dedicated period for interest classes or EOC acceleration. EOC acceleration classes will include students who require EOC retake support. We will exempt students who meet the defined criteria for EOC acceleration classes and allow them to take a class in their area of interest hosted by teachers and staff members. Certified teachers will teach EOC acceleration. Students who pass retakes in December will be allowed to move to an interest class in January;</p> <p>b. Implementing student to student mentoring programs;</p> <p>c. Enhancing our current adult to student mentoring program, redefining student selection based on teacher and staff recommendations;</p> <p>d. Implementing a program to increase teacher awareness and action regarding student failure, missing assignments, and the impact of encouraging redo work and make-up work;</p> <p>e. Working with our district's department leaders to guarantee that each initiative includes and further supports students who are in high-risk populations. This will include students who are in our Economically Disadvantaged, Special Education, English language learners, Hispanic, Homeless, and African American subpopulation groups.</p> <p>f. Designing and implementing a system including a timeline to increase parent and community engagement.</p>
<p>Communications</p>	<p>1. The SOS team (see "Organizational Structure" below) will use effective two-way communication within its structure, within the campus, with central administration, and within the broader school community. This communication is critical to ensure that all stakeholders are aware of the OHS Mission and enlisted in the initiative to increase student achievement and success.</p> <p>2. The SOS team will communicate the mission through a monthly newsletter, parent/teacher messaging system, email correspondence, parent/teacher meetings, social media, regular announcements, and through stakeholder buy-in via word of mouth within the community.</p>

	<p>3. Parents and students will be strongly encouraged to sign-up and utilize "Parent Portal" in an effort to remain informed and become increasingly engaged by having timely information regarding grades, attendance, and other key information regarding student progress.</p> <p>4. The SOS team will host parent/student/community information and engagement meetings at least once a month with the purpose of informing parents of resources available to support the success of their child.</p>
<p>Organizational Structure</p>	<p>The SOS Team will be the organizational structure designed to ensure the successful implementation of the OHS turnaround plan during the two-year process. The team will be created with the purpose of guiding the plan from the initial implementation to success in improving student achievement at Odessa High School:</p> <ol style="list-style-type: none"> 1. The SOS team will have the primary responsibility to lead our turnaround initiative. The team will meet no less than monthly with additional meetings in the summer and early months of the school year. The facilitator (campus principal) will define roles during our initial meeting to ensure that each committee member understands the role of the group as well as each member's individual role and responsibilities. 2. The SOS team will be composed of the following members: (a) campus principal (facilitator), (b) associate principal for curriculum & instruction, (c) associate principal for operations, (d) assistant principal for special education, (e) assistant principal for at-risk services, (f) designated counselor, (g) (4) core area teachers, (h) (1) LOTE teacher, (i) (1) ESL facilitator/department chair, (j) (1) SPED department chair, (k) (3) elective teachers, (l) (2) parents, (m) (4) students, and (n) (1) central office administrator. The campus principals may add additional members at their discretion. 3. The SOS team will establish a timeline during each school year to include initiative implementation, checkpoints for measuring progress, recalibration points, communication efforts, appropriate program and data evaluations, and celebrations.

	<ol style="list-style-type: none"> 4. The SOS team will make recommendations for campus change that affects turnaround success including process monitoring, staffing, budgeting, teaching, and learning. 5. The SOS team will initiate activities designed to engage campus staff in key turnaround activities centered on Strategy 1 and Strategy 2 with the purpose of empowering critical thinking, risk-taking, personal investment, and sharing in the implementation of the OHS Mission including our turnaround initiative.
<p>Capacity and Resources</p>	<p>Additional staff will be necessary in order to ensure successful implementation of the OHS turnaround plan with fidelity. These additional staffing positions include the following:</p> <ol style="list-style-type: none"> 1. 1.0 FTE for a teacher to lead our student to student mentoring program and acceleration (salary approx. \$120,000 over two years); 2. 1.0 FTE to a certified teacher to facilitate acceleration (salary approx. \$120,000 over two years); <p>Instructional Materials will be necessary to support the initiative:</p> <ol style="list-style-type: none"> 1. Launch EOC acceleration program (approx. \$12,000 over two years); 2. Interest classes (approx. \$12,000 over two years); 3. General instructional materials (\$10,000 over two years). <p>Professional Development (food and travel) and program fees will also be important:</p> <ol style="list-style-type: none"> 1. Student Success not Failure Initiative (approx. \$35,000 over two years); 2. Student Mentor Program training (approx. \$5,000 over two years).