



## DISTRICT NEXT STEPS ACTION PLAN – YEAR 2 OF TURNAROUND INITIATIVE

### PURPOSE

*In a few sentences, describe the overarching purpose of your turnaround initiative.*

Create a school system where no barriers exist to prohibit student achievement. The district will focus heavily on identifying what each stakeholder's responsibility is in achieving the district's vision and mission and in turn will provide differentiated support as needed for each one in the process of achieving ownership of the turnaround initiative.

**CRITICAL SYSTEM ACTIVITIES** – Describe below activities most critical to take place between the summer program and October 1<sup>st</sup>, building on the work completed during the past year.

### **LEADERSHIP LEVER - EXECUTING THE LEADERSHIP VISION**

*In a few sentences, describe how your district leadership will demonstrate its will and commitment to ensure the initiative's vision for change is well understood, success are celebrated, challenges are discussed and the needed urgency across stakeholders exists.*

The two critical areas the leadership team committed to during the UVA summer session and will be incorporated into the site 3<sup>rd</sup> Semester 90 Day Action Plans, and monitored by the District Shepherd team are: 1) During 3 PD days prior to start of school, each site will revisit where they were functioning this time last year compared to where they are functioning now so that each success identified can be celebrated during the PD meetings with all staff present. 2) During 3 PD days prior to start of school, each site will provide clear and concise expectations for all staff by utilizing the district's new Warrior Way Talent Management Plan. We call this "The Warrior Way – Everyone, Everyday" rededication.

### **INSTRUCTIONAL INFRASTRUCTURE - LEVERAGING INTERIM ASSESSMENTS & RESPONSIVE DATA STRUCTURES**

*In a few sentences, describe how your district will refine the curriculum, assessment and data infrastructure to enhance data-driven instruction.*

The team has identified 5 Vital Behaviors of a highly effective teacher. Those 5 behaviors will set the standard by which we assess our progress in all areas of curriculum, assessment, and data-driven instruction. All monitoring will be based on the district's expectations from the framework of the 5 Vital Behaviors and each site' newly formulated Intervention Plan.

### **DIFFERENTIATED SUPPORT & ACCOUNTABILITY LEVER – FOCUS AREAS, EXPECTATIONS, ACTION PLANS AND ALIGNMENT**

*In a few sentences, describe how your district will refine focus areas, common expectations, principal leadership goals and flexibility clarity to ensure alignment across district and school leaders on this year's focus while raising the bar.*

The District Shepherd Team is meeting with each building leader to review and provide feedback on the site 3<sup>rd</sup> Semester 90 Day Action Plan and the site Intervention Plan. Prior to the formulation of each site's plan, the district has asked each to assess their "current reality" by identifying past successes, challenges that weren't quite met on the previous action plan, and areas that have been identified as priorities for the upcoming year from student data and staff perception data that can be turned into opportunities for growth on the action plans. The plans are also reviewed for alignment with the district

expectations and the principal's self-selected improvement goal.

#### **DIFFERENTIATED SUPPORT & ACCOUNTABILITY LEVER – EXECUTING EMBEDDED CAPACITY-BUILDING STRUCTURE**

*In a few sentences, describe what your district will enhance this year your intensive strategy to conduct meaningful regular visits, support schools with their priority needs, build capacity of principals, ensure meaningful collaboration and increase principal accountability.*

The District Shepherd Team will continue to utilize the weekly District PLC meetings as professional development opportunities to support the work being carried out in each site. The DST will continue to meet weekly to discuss observation data in order to identify areas of opportunity and areas of strength to drive the following week's District PLC agenda. The PD activities provided will be based on observation data gathered by the DST during weekly walkthroughs and attendance at site PLC meetings.

#### **TALENT MANAGEMENT LEVER – FINALIZING STAFFING AT SCHOOLS**

*In a few sentences, describe any final steps your district will take to ensure turnaround schools are well-staffed, all necessary district staff are in place and any underperforming teachers already identified understand the growth and practice expected for 2014-15.*

We have lengthened the instructional coaches' contracts to make them ten month employees. Not only does this provide an increase in salary but also affords the coaches to report five days before the teaching staff and stay five days after at the end of the year. This will not only provide them with additional prep time but now allows for in-depth new teacher induction training, additional support to the principals, and also serves as an incentive and show of importance to the position. The district has formulated a "Tiered Teacher" process that provides opportunities for growth and/or support for each tier. Each site has identified the level each teacher is on with a plan on how the instructional coach and principal can support them.

#### **CRITICAL DELIVERABLES for Upcoming Semester**

*The PLE would like the district to identify TWO deliverables most critical for your district to ensure an effective launch to this year's turnaround initiative. In identifying deliverables, please keep in mind what district leaders can do to raise their level of effectiveness in creating conditions for schools to succeed. These deliverables may already be summarized above, but given their importance articulating a more detailed project plan will help the district stay on task. The PLE team will be in communication with the district to support these deliverables and discuss them during the fall site visit.*

| <b>DELIVERABLE #1:</b>   |                        |  |  |
|--|------------------------|--|--|
| <b>The District Shepherd Team will monitor the effectiveness of school practices and their impact on student learning.</b>         |                        |  |  |
| <b>Specific Actions Needed</b>   | <b>Completion Date</b> | <b>Person Responsible</b>                                  | <b>Notes, Next Steps, Progress</b>   |
| <b>Formulate a visitation calendar to encompass the weekly site visits by each District Shepherd Team Member</b>                   | <b>8/8/14</b>          | <b>Cindy Hackney<br/>JoWanna Hudson<br/>David Sullivan</b> | <b>Consider syncing DST calendars with dates and priorities according to 6 District Expectations</b> |
| <b>Set priorities for each District Shepherd Team Member, according to the 6 district expectations, for each weekly site visit</b> | <b>8/15/14</b>         | <b>Cindy Hackney<br/>JoWanna Hudson<br/>David Sullivan</b> |  |
| <b>Begin weekly site visits based on visitation calendar and set priorities</b>  | <b>8/18/14</b>         | <b>Cindy Hackney<br/>JoWanna Hudson<br/>David Sullivan</b> | <b>Use District Expectations Monitoring Form to provide feedback at specific intervals</b>           |

|   |         |   |   |
|---|---------|---|---|
| Begin weekly District Shepherd Team meetings to discuss observation data gathered during weekly site visits and to recalibrate priorities when necessary. | 8/22/14 | Cindy Hackney<br>JoWanna Hudson<br>David Sullivan | Compile a list of the District Expectations that were observed and/or discussed |
|---|---------|---|---|

**DELIVERABLE #2:**

The District Shepherd Team will begin to formulate a district data system/data driven culture that prioritizes responsiveness, urgency, and individual student needs (based on attendance, behavior, and grade/assessment results).

| Specific Actions Needed  | Completion Date | Person Responsible   | Notes, Next Steps, Progress   |
|--|-----------------|--|---|
| Formulate a plan to utilize available district-wide resources within a district data tracking system.  | 9/5/14          | Cindy Hackney<br>JoWanna Hudson<br>David Sullivan<br>Gregg Hackney<br>Lynn Bellamy | Additional training on SchoolNet Report Builder   |
| Meet with principals to determine the processes and resources each site currently uses to identify students at risk.                               | 8/25/14         | Cindy Hackney<br>JoWanna Hudson<br>David Sullivan<br>Lynn Bellamy                  | Principals present and share evidence of how resources are used during pre-determined District PLC meetings |
| Research capabilities of PowerSchool, SchoolNet, and other available resources/entities that could be included in a district data tracking system. | 8/8/14          | Cindy Hackney<br>JoWanna Hudson<br>David Sullivan<br>Gregg Hackney<br>Lynn Bellamy |   |
| Finalize district data tracking system based on identified best available resources.   | 9/22/14         | Cindy Hackney<br>JoWanna Hudson<br>David Sullivan<br>Lynn Bellamy                  | Train principals, instructional coaches, and district team to fully utilize the data tracking system        |