

Describe the Turnaround Initiative Through Support Systems

The [Texas Accountability Intervention System \(TAIS\) framework](#) includes four support systems (Processes and Procedures, Communication, Organizational Structure, and Capacity and Resources) which represent evidence of district commitments and critical success factors in action. Effective systems of support ensure a unified approach to supporting student achievement and improvement planning efforts. Because the support systems combine district and campus actions, they are the lens through which turnaround planning teams will describe their turnaround initiative. The use of each support system to describe turnaround initiatives is described below.

Processes and Procedures:

Priority is placed upon teaching and learning when establishing and implementing systemic operational protocols that guarantee accountability, availability of resources, and their effective use.

Template question: What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?

Processes and procedures are likely the most critical support system because they are connected with all critical success factors (CSFs) and support systems. Because of their systems-integrated nature, descriptions of processes and procedures needed to successfully implement the turnaround initiative are anticipated not only in this section but should also be embedded within all other sections of the turnaround plan.

Turnaround Plan Elements:

Create alignment to the school's turnaround initiative

Processes and procedures outlined in the turnaround plan should clearly align to and support the school's mission and vision, ongoing teaching and learning, and the goal of the turnaround initiative. As mentioned above, the connection between processes and procedures and all CSFs and other support systems are expected throughout the turnaround plan.

Change current practices

The processes and procedures should demonstrate what new practices will be put in place on the campus and, if necessary, within the district that will disrupt the pattern of low performance on the campus. Processes and procedures that have already been implemented on the campus that did not lead to improved student outcomes should not be included.

Include what the campus is going to do

The processes and procedures section should include an outline of the actions the campus will take to allow for successful implementation of the turnaround initiative.

Guarantee accountability for implementation

Quality processes and procedures improve results by guaranteeing accountability and ensuring the availability and effective use of resources. The turnaround plan should include how the district and campus have worked to overcome and remove barriers to turnaround, raise efficiency, and improve results through the refinement, establishment, and timely implementation of processes, procedures, and policies that provide both pressure and support for successful teaching and learning and implementation of the turnaround initiative.

Statute Requirements

Texas Education Code §39.107(b-1)(1) specifies that a turnaround plan must contain a detailed description of the academic programs to be offered at a campus, which could include, if applicable, processes and procedures related to:

- instructional methods;
- length of school day and school year;
- academic credit and promotion criteria; and
- programs serving special student populations (e.g., students with disabilities, English language learners, gifted and talented, economically disadvantaged).

Communication:

Effective communication occurs through a clearly defined process that ensures a consistent message is being sent, received, and acted upon using multiple, effective delivery systems. Proactive efforts are pursued by district-level staff to establish effective internal communication systems and transparent external communication practices. Communication is focused on a shared and clear vision for continuous improvement which streamlines collaborative efforts for student success.

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

Turnaround Plan Elements:

Connect directly to the turnaround initiative

The communication system discussed in the turnaround plan should relate directly to the plan and its initiative(s).

Identify changes to current campus communications structures

The communication section should demonstrate what new practices are necessary to successfully communicate what the turnaround initiative is and how implementation is progressing.

Include a campus vision

Begin with a clear vision focused on student achievement and the urgent need for change. Campus and district leadership must create a sense of urgency by clearly articulating where the campus currently is, and create a leadership team to determine where the campus is going for improved student achievement and how the campus is going to get there.

Identify internal and external stakeholders

Campuses and districts should consider who are the key stakeholders – both internal and external – needed for successful implementation of the turnaround plan. Campus and district leadership should consider the

unique needs of various stakeholder groups when deciding the communication process for each group. Each group may require different information or information presented in different ways or modes. Include the communication process between district and campus leadership when considering stakeholder groups and the needs of each.

Demonstrate evidence of two-way communication

Campus and districts should remember that communication processes need to be two-way with each stakeholder group, as highlighted by the requirement to seek community input in the development of the turnaround plan. Be ensure to identify stakeholders and include communication processes that not only ensure the delivery of information regarding the vision, urgent need for change, and the initiative(s) that will be the vehicles for change, but how to receive questions and input about all of these pieces from the different stakeholder groups.

Demonstrate evidence of ongoing communication

Intentional, purposeful communication with internal and external stakeholders is needed to help ensure the successful implementation of the turnaround plan. Communication processes should include an approach that will ensure communication does not end with the announcement of the turnaround plan, but continues throughout the implementation so that campus leadership can celebrate implementation successes, receive feedback from different stakeholder perspectives on the progress of plan implementation, and share needed mid-course corrections and adjustments in plan implementation.

Statute Requirements

Texas Education Code §39.107(b-1)(3) specifies that a turnaround plan must contain written comments from the campus-level committee established under Section 11.251, if applicable, parents, and teachers at the campus. These comments are submitted through a separate portal in the Intervention Stage and Activity Manager (ISAM).

Organizational structure:

The district organizational structure has clear roles and responsibilities for personnel that focus on teaching and learning with accountability for student achievement. The district eliminates barriers to improvement, redefines staff roles and responsibilities as necessary, and empowers staff to be responsive in support of the leadership vision.

Template question: How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of improvement?

Turnaround Plan Elements:

Connect directly to the turnaround initiative

The organizational structure discussed in the turnaround plan should relate directly to the plan and its initiative(s).

Identify changes to the current organizational structure at the campus and/or district level

The organizational structure section should explain what new structures will be put in place to ensure the success of the turnaround initiative.

Empower staff through on-going monitoring, support to campus leadership, and ensuring targeted resources

Through the continuous improvement process and stakeholder input, the campus leadership team identifies and addresses the critical needs of the campus, ensuring that it meets standard within the next two years. In developing this plan, ensure that the district is committed to empowering the staff to effectively implement the plan by providing on-going monitoring and support to campus leadership, ensuring the resources have been properly targeted to support identified initiatives, and providing the campus leadership autonomy to make appropriate mid-course corrections to ensure that the plan continues to meet the needs of the campus.

Focus district support on eliminating barriers

Ensure that the school leaders have flexibility to make decisions about scheduling, budgeting, and other operational issues that will best support the identified turnaround initiative. What steps will the district make to ensure that all central office stakeholders (human resources, federal programs, budget, etc.), as well as the board of trustees, understand the needs of the school and consequences for not improving performance?

Redefines staff roles and responsibilities as necessary

Increased flexibility to drive change at the campus level must be coupled with a sense of urgency and accountability for campus leadership. Over the course of the school year, consider the structures that will be in place to monitor principal and teacher performance, and build the capacity of campus leadership to ensure proper implementation of the turnaround initiative.

Statute Requirements

Texas Education Code §39.107(b-1)(2) specifies that if a district charter is to be granted for the campus under Section 12.0522, the turnaround plan must contain the term of the charter. If applicable, this will be submitted through a separate portal in the Intervention Stage and Activity Manager (ISAM).

Capacity and Resources:

An organization effectively employs its capacity and resources when it strategically utilizes internal and external human capital and necessary resources to meet all needs for a successful learning environment. Expertise is purposefully cultivated and sustained through targeted recruitment, retention and succession planning.

Template question: 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.)

Turnaround Plan Elements:

Connect directly to the turnaround initiative

The capacity and resources described in this section should relate directly to the plan and its initiative(s). This section should describe new and reassigned positions designed to support the implementation of turnaround

initiative. The payroll portion of the funding table includes any new personnel specifically designated for this initiative or staff previously on the campus who have been reassigned to roles specific to the initiative.

Include the personnel responsible for critical initiative components

Provide a detailed outline of the specific personnel (titles, not specific names) who will be overseeing critical elements of implementation. For each person listed, provide an overview of his or her primary responsibility for the identified initiative. For example, if the campus is implementing a comprehensive, schoolwide writing program, please identify the person who will be responsible for overseeing implementation for the program, the roles instructional coaches will play, and any individuals that will be working to ensure cross-content and grade-level coordination and planning. Provide an overview of how the district will support these positions to ensure that internal capacity is built in an effort to guarantee effective implementation that will increase academic achievement.

Budget table clarifications

- In the budget table provide the overall amount needed to implement the initiative over 2 years, not the specific funding sources. It is the district's responsibility to ensure that requirements of specific fund sources are followed (e.g., supplement, not supplant provisions for federal funds).
- Funds outlined in the budget table should include any supplemental costs required to implement the turnaround initiative. For example, salaries for teachers and principals should not be included. However, if the initiative calls for teacher stipends to cover extra duties, those costs should be accounted for in the table.
- Funding for Professional Service Providers (PSPs) should not be included in the budget table. Specific vendor or consultant names should not be included.
- Line by line explanation of budget chart:
 - Payroll—Include any new personnel specifically designated for this initiative or staff previously on the campus who have been reassigned to roles specific to the initiative.
 - Professional Development—Include any external contractors that will be hired to train staff. Include in the description how this professional development will build staff capacity to implement the turnaround initiative with fidelity.
 - Supplies and Materials—Include any technology (under \$5,000), instructional materials, or supply costs in the category that are directly related to the initiative.
 - Other Operating Costs—Include expenses such as travel, conference attendance for students or staff, and printing costs.
 - Capital Outlay—Include any new equipment, furniture, or technology (over \$5,000).

Statute Requirements

Texas Education Code §39.107(b-1)(4) specifies that a turnaround plan must contain a detailed description of the budget, staffing, and financial resources required to implement the plan, including any supplemental resources to be provided by the district or other identified sources. This description is provided in the capacity and resources description and in the budget table of the turnaround plan.