Campus Turnaround Plan

District Name:	Superintendent:		DCSI:	Board President:
Life School	Dr. Brent Wilson		Lani Norman	Dr. Brent Wilson
Campus Name:	Campus Number:		Principal:	Principal Supervisor:
Lancaster Elementary	000057807	102E	Dr. Deborah Garton	Lani Norman
School Year Plan was Developed:	ESF Diagnostic Date:		ESF Facilitator:	Date of Board Approval:
2019-2020 School Year	18-09-2019		Ben Dickerson & Dede Munkres Region 10	11-02-2020

Turnaround Method

Select the turnaround method your campus is pursuing. See the Description of Methods guidance document for more information.

Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	X
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	
School Action-Restart: District Managed	Restart a school by implementing the Accelerating Campus Excellence model or ACE-like model (including Accelerating Campus Excellence (ACE) turnaround plans).	
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	

Outcomes

*For each essential action, describe the **current implementation level** on the campus (using the ESF Diagnostic Summary Report) and what **full implementation** will look like on this campus. Reference the Key Practices in the Effective Schools Framework to develop the vision. Campuses should strive to be at or near full implementation within two years after implementing this Turnaround Plan for two years.*

Current Implementation: Summary

Implementation Level At Diagnostic	Prior to the diagnostic, there was no comprehensive list of roles and responsibilities for campus leadership including the extension of the campus leadership team. The campus also lacked a set observation and feedback schedule, protocols, and feedback cycles. The administrator calendars did not reflect strategic and prioritized feedback and observation time or data meetings and PLCs. Since the diagnostic visit, the campus has made progress towards this goal. The Principal and AP have strategically assigned themselves to specific teachers for evaluation purposes, and have established an observation and feedback calendar and observation feedback template to proactively plan for and execute ongoing classroom observations and provide feedback outside of the evaluation requirements. A weekly drawing is held to reward a teacher who met all the requirements listed on the observation template. Campus uses LEAD Evaluation Tool in place of T-TESS. Metrics are separated into 4 domains and 12 attributes. Descriptions are written at the acceptable level and the system mirrors very similar timelines and frequency of observations as T-TESS. The campus Instructional Coach (IC) has a systematic processes for observing teachers on her coaching load and providing feedback. Administrators and leadership team members meet during Campus Admin Team (CAT) meetings to discuss a variety of topics including budget, student assessment data, upcoming events, teacher changes and coaching needs, and student data profiles. The CAT holds weekly meetings and determines and assigns "Action Items" for members of the team. All admin have a written job description via the district, and the principal and AP have assigned campus roles and responsibilities which will be written out in more detail per the campus TIP plan in January. The principal improves campus teachers and leaders through regularly scheduled job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. Monthly PLCs have been established and the agenda items include collaborative trainings, time for writing instructional planning calendars (IPC) calendars, reviewing student data profiles and determining interventions, as well as participating in Strengths Coaching with a district coach. Each grade level team has an appointed Team Lead and the principal and AP meet quarterly with all the team leads to discuss campus and team needs and collaborate to create solutions. Team Leads ensure weekly grade level team meetings are held following a prewritten template/agenda made by the principal and notes are taken from the meeting and turned in to the principal who reviews the notes and follows up with the teams and/or takes action as needed. The AP sits in on grade level team meetings monthly to ensure RTI processes are being implemented. Althgouh team leads have been identified, ongoing leadership formal training on best practices, leadership identification process and compensation have not been implemented at this time.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

Full Implementation: Vision

The full implementation will include all leadership roles and responsibilities that are written out and trained on for each role for a campus in school improvement. It will be part of the induction process for a new leader at the school improvement campus. This will also include a set schedule requirement for instructional observations, debrief, reflection and all team meetings. Each leader will be trained on the protocols and consistently relfect on the protocols as a leadership team. Weekly team leadership agendas will include student data section. All leaders will be trained on the *Breakthrough Coach* model, Leverage Leadership, and Get Better Faster. These trainings will serve as foundational practices for campus leaders and how to prioritize and maximize time in classrooms and PLCs as an instructional leader. Teacher leaders will be interviewed and selected through an application process and receive ongoing training on how to work with adult learners, best PLC practices, data analysis, and leadership. We will also add a job description addendum for school improvement campuses. In addition, we will align front office staff job duties and responsibilities and campus liaisons to ensure they are trained on *Breakthrough Coach model* that supports the campus leader with protected time to observe and provide feedback. In addition to the campus administrative team and office staff, identified teacher leaders will be formally trained on leadership, best practices for adult learning, data protocols, and PLC best practices. This will add another layer of formal leadership and development that partners with the campus administrative team and serves as a liaison for teachers and campus leadership. They will also serve as another layer of capacity builders and facilitate meaningful PLCs that are focused on data, best practices, and student achievement. The financial proposal is for teachers to receive financial compensation for their additional leadership responsibilities and be selected through an application and interview process at the campus level.

Current Implementation: Summary	
Implementation Level At Diagnostic	Prior to the diagnostic, the campus did not have standard protocols for hiring practices and procedures, a definition of high performing teachers, a differentiated system for a campus in school improvement/prioritized, or best practices for informal and formal leaders had not been identified. The campus now implements District processes and procedures in place for hiring staff. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. There is evidence that the principal has made strategic decisions on placement of staff, some of which involved moving teachers to different grade levels and/or contents where there was a need for high-performing teachers. Teacher leaders are in place for grade levels and serve as leaders of grade level team meetings. Team leads meet quarterly with the principal and AP to discuss campus and team needs and to collaboratively problem-solve. The team leads participated in a PLC for defining the LifeLeader attributes expected from a lead and to train/discuss the expectations for grade level meetings and duties. Although informal teacher leaders have been identified, there is no formal leadership training on best practices, working with adult learners or compensation for their additional responsibilities, leadership and efforts. The campus participates in district implementation of ongoing and proactive recruitment strategies that include many sources for high-quality candidates. We changed onboarding process to onboard with a focus on mission, vision, and values. Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff, including opportunities for campus leadership development and Strengths Coaching. Preferred substitutes are recruited and retained, and in some cases hired into campus positions (paraprofessionals, academic tutors). The interview process has changed and the screening starts at the district level in the Talent department and then the pool of quality candidates goes to the campus. We now have a differentiated pay scale based on competitive county salaries. The school improvement campus was prioritized with assistance in hiring practices but we still have not maintained all quality candidates that have a track record of high performing teachers that have proven student achievement. We offered teacher and staff referral bonus to the process to recommend high quality staff. We attended job fairs and held our own and created partnerships with universities. We increased frequency of sub onboarding and started a track list of subs working on certification. We assigned a sub recruiter to focus on this systemic issue.
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

In order to ensure our highest needs campus ends up with high performing teachers, several strategies will be used to staff this campus. At full implementation, the campus will follow all existing hiring practices and protocols but additional protocols will be used as another layer in the hiring process for a campus in school improvement. This will allow for a selection of high quality teachers with a proven track record of student achievement. High quality teachers will be defined by STAAR scores, teacher evalutions, student surveys, and other district asssessments. Additional protocols will include one or more of the following: demonstration lesson by the candidate, bringing STAAR performance records, demonstration of content knowledge to the interview committee. In order to attract and maintatin high quality teachers at our highest needs campus, the proposal is for school improvement campuses to offer additional compensation for internal recruitment efforts and incentive pay for teachers and staff that are high performing and have a proven record of student achievement. The internal recruitment incentive will be a new strategy so the district has a proven track record of student achievemnt and the campus to be the staffing priority. Experienced teachers will be identified as leaders and strategically placed using their student achievement data, ability to close achievement gaps, and content knowledge strengths. We will also have an increase in compensation for teachers with more years of experience. We will use data from the Q12 survey and subsequent strategies to retain engaged teachers. The school improvement principal is prioritized for high perfoming recruitment and hiring of staff. All staff will be hired and in place by July 1st. If a candidate is high quality, the school improvement campus gets the priority with the dedicated elementary recruiter. We will gurantee a permenent sub for campuses in school improvement. We will add a question to the screeing interview in order find the right fit for the campus in school improvement which will then be sent to the campus principal, "Life School is a Title I district, which means we serve primarily lower socio-economic status families and students. Tell me how you will use your strengths to serve Life School stakeholders. (Citizenship, Financial Literacy, Global Perspective)" . We will implement several recruitment and retention strategies for high quality subs. Our Talent department will hold monthly on-boardings for subs versus quarterly in the past. We will also offer sub jobs to applicants we have really liked but did not get an offer of employment. Many of the subs are certified but were not able to secure a classroom position. We will add a question about certification to the interview form for subs. We will also track and maintain a list of all subs who are certified and shared the list with campuses. For retention of quality subs, we will send out a monthly sub newsletter with touchpoints from the district which has not been done in the past and they seem to really enjoy feeling connected. We will also reach out to many of them after/during their first day to check to see how things went. We will also start doing a small training each month with the Admin II's during their monthly huddle, focusing on concepts such as things people are doing on campus to make subs feel welcome and share best practices.

Current Implementation: Summary	
Implementation Level At Diagnostic	Prior to the diagnostic, the campus lacked training in PBIS, LifeLeader and the aligned vision and mission was not evident in the behaviors throughout the school. While there were pockets of evidence of policies, practices and the misson and vision, it was not evident throughout the campus culture in all areas. After the diagnostic, the campus began to align with the district mission to "develop leaders through strong academics, character training, and partnerships with parents and the community." The district vision is that by the end of 12th grade, students will be "Ready to Learn, Ready to Lead, and Ready for Life". The campus has incorporated this vision into their student-led morning meetings with a call and response chant, student behavior conversations, student positive referrals, Bear Tickets, and Leader Bears. The campus administration uses the 15 LifeLeader Attributes aligned with that vision in goal setting, coaching
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	

No	Tickets, and Leader Bears. The campus administration uses the 15 LifeLeader Attributes aligned with that vision in goal setting, coaching conversations, and pruning conversations with teachers. There is language contained within the campus plan that promotes high expectations. Faculty is knowledgeable about the mission and vision and can communicate how the values are present in the daily life of the school. The vision and LifeLeader attributes are visible in the hallways, as well as evidence of PBIS (visuals with expectations in the hallways, cafeteria, arrival and dismissal areas, and in the classroom). The campus Leader Bear Guide for 2019-2020 articulates expectations for student behavior, classroom expectations, grade level team meetings, instructional strategies, and other campus procedures and expectations. The campus participates in district created staff, student, and parent surveys, and the campus principal periodically uses SurveyMonkey to elicit feedback from teachers and staff in regard to staff needs, teacher/staff recognition, and minor campus-based decisions. The teachers and staff are also provided opportunities to participate in fun spirit days, pot-lucks, staff appreciation, and parties. The campus has created a positive climate with a culture of respect and hard work, and campus practices demonstrate high expectations and shared ownership for student success. Student safety is a priority campus-wide, and the campus has implemented the district's SAFE model and safety and security measures, including communicating clear expectations for parent visits and conduct. Teachers communicate with parents via weekly newsletters, communication applications such as Remind, and also through email, phone, and face to face meetings. The administration creates a monthly campus-wide newsletter, "Bear Happenings", for parents, and also communicates using Remind. Teachers receive a weekly email from the principal with daily information for the week as well as upcoming events through the next month. The principal and AP hold quarterly "Coffee Talks" in which parents are invited to come and share ideas, concerns, and ask questions about campus behaviors, academics, testing, parent involvement, etc. The campus has events during and after school which provide an opportunity for parents and families to be involved in their child's education, and when applicable, the campus partners with community members to work with the campus. The campus has also partnered with Life High School students who volunteer their time monthly to be Bear Buddies for our students, helping them in their classes (K-2) and in PE (6th). The district has changed the interview process that aligns with our LifeLeader attributes, mission and values. These are used as a tool in the interview process and embedded in the interview questions to recruit teachers.

Full Implementation: Vision

At full implementation, campus practices and policies will not only be written, but evident throughout the school to ensure high expectations and collective responsibility among the staff for student success in order to promote and reach the goal of college and career readiness and postsecondary success. The LifeLeader attributes will be visible and evident in the daily practices of the campus through objectives, and consistent use of language from the attributes. Surveys will be created and shared with all stakeholders that will solicit input and a shared vision and mission for the campus. Our PBIS practices will be fully integrated and monitored in all aspects of the building with a formal training each year for new staff during the induction process. Both the LifeLeader attributes and PBIS will be a "way of being" at the campus with full integration and ongoing training for both students and staff on expectations. Continued observations and conversations will allow for refinement and improvement. Specifically, teachers and staff will be trained on the CHAMPS techniques in all classrooms, the use of visual artifacts in the hallways for student behavior, and common language using the LifeLeader attributes through PBIS to redirect and reinforce positive student behavior in and outside of the classroom. In addition to PBIS and LifeLeader, all teachers will have received formal training in SEL with a partner consultant to identify and implement best practices in order to meet the needs of our students. Implementation of these practices and procedures will be captured using a district compelling scorboard to show progress. The practices and procedures will be monitored through observations using a campus-created rubric that measures various levels of implementation from emerging to advanced the year following the initial training.

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Current Implementation: Summary

Implementation Level At Diagnostic	Prior to the diagnostic, there were inconsistent resources and a lack of intentional addressing of gaps in curriculum. In addition, there was not consistent practice with STAAR-like questions and resources in each core content area. Since the diagnostic, the district provides a curriculum framework for all core contents that is aligned to state standards that specifically addresses gaps in the curriculum. In ELAR the district utilizes Teachers College resources and aligns it to the TEKS. Gaps are being addressed and efforts have been made to provide instructional materials and resources in areas not included in the Teachers College resources; additionally, resources have been purchased for science and math to ensure students are provided with STAAR-like practice questions. The scope and sequence, units, pacing guides, and common assessments are aligned to the standards for all STAAR tested subjects and grades, and grades K-2nd mathematics, reading, and science. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms and are readily accessible via the Curriculum and Instruction website. Math and science teachers utilize the 5E model and ELAR teachers utilize the mini-lesson model from the Teachers College Curriculum. The campus plans for and implements with fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to the high-quality curricular resources and instructional pedagogy requirements for K-6. The campus is involved in multiple types of assessments. They are implementing biweekly (reading) and triweekly (math) assessments as well as nine week cumulative assessments, CFAs. The assessments are created to align with STAAR assessments. STAAR teachers have protected time to create instructional planning calendars (IPCs) each quarter to have an authentic scope and sequence, building in time for corrective instruction, teacher absences, and/or school-wide assessments. Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. A mindset of continuous growth and improvement through collaborative conversations has been established between the teachers, campus admin, instructional coaches, and district curriculum coordinators.
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

The full implementation would include all Curriculum Coordinators completing the Texas Curriculum Management Audit Training, level 1. Each core content scope and sequence will include Unit plans that are aligned to the TEKS, common assessments for each unit, and a local and state assessment calendar with data analysis days dedicated intentionally between assessments. Each core content includes objectives aligned to the TEKS and language objective is developed to meet needs of ELs and other student groups. In addition, each core content curriculum contains essential questions, key vocabulary, and focus/priority TEKS. To meet the needs of our students with disabilities, we will create a uniform lesson plan template and integrate intentional training and protected time for lesson plan collaboration and developement of all SPED teachers with core content teachers to align our practices and meet individual student needs. Each core content also includes supplemental materials and curriculum to assist teachers in planning lessons that meet the rigor of STAAR and align to STAAR-like questions for students to practice. PLCs will focus on the pacing and reteach from the scope and sequence and instructional practices will be decided based on the assessments. Every teacher will have gone through the STAAR analysis training and make connections back to the curriculum. Curriculum calendars will allot time for corrective instruction. We will create and implement a professional development calendar prior to the start of school with learning tracks based off self-contained and departmentalized teachers. From there, the professional development will be prioritized and differentiated. This will be monitored through classroom observations and feedback to ensure instructional materials are implemented with fidelity in all classrooms.

5.1 Objective-driven daily lesson plans with formative assessments.	

Current Implementation: Summary	
Implementation Level At Diagnostic	Prior to the diagnostic, there was not a clear expectation for lesson plans. The campus lacked a uniform lesson plan template, lesson plan requirements, or due date. As written in the 2019-2020 Leader Bear Guide, all teachers create, submit, and print/post daily lesson plans which are due by Monday at 8:00 a.m. Grade levels who share plans have developed an internal team due date typically the Thurs/Fri before to share and review plans. The campus has established and implemented since the diagnostic required minimum components for lesson plans that include clear objectives, instructional delivery including aggressive monitoring and interventions, assessment and closure. The principal, AP, and IC provide feedback on lesson plans and instruction via the observation and feedback template during classroom observations. A weekly drawing is held to reward a teacher who met all the requirements listed on the observation template. Campus instructional leaders, including the Cohort team made up of district Curriculum & Instruction staff, review lesson plans and classroom instruction for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. Instructional coaches regularly spend time helping teachers create lesson plans during their planning period; this level of coaching is targeted to the specific needs of teachers, including Special Education teachers. The required components of the lesson plans are aligned with the campus professional development and evidence of that development can be seen in the lesson plans and observations, specifically in the three-part objective, aggressive monitoring, and the instructional models used: Math and science teachers utilize the 5E model and ELAR teachers utilize the mini-lesson model from the Teachers College Curriculum, and these models are evident in the lesson plans and during instruction/classroom observations.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

Full Implementation: Vision
At full implementation, teachers use the same standard lesson plan template at all grade levels that includes the key components of effective instruction, including the learning objective that is TEK aligned. Lesson plans have specic time allotted for each component of the lesson plan. The platform the district uses to submit lesson plans will provide a drop down menu of district high yield instructional strategies that gives the teachers a menu of options for the lesson plan template. Further professional development and training will be provided based off of the high yield strategies and how to use them in the classroom in order to ensure implementation in the classroom and opportunities for feedback. The new due date would be on Thursday to allow for collaboration and/or preparation for upcoming week. The lesson plan expectations will be a part of the induction process for new teachers. In addition, the high leverage practice of aggressive monitoring and small group instruction will be included in the lesson plans. There is a clear date and expectation for the submission of lesson plans. The campus leadership team will divide the lesson plans weekly to be able to review and provide feedback on lesson plans during their weekly meeting as a standing agenda item. It will be the assigned leaders resonsibility to review and provide feedback to the lesson plans. The campus leadership team will follow a lesson plan feedback protocol in order to ensure lesson plans are adjusted based off of feedback and continue to improve lesson plan quality each week. Lesson plans would be posted outside each classroom and clear connections back to the scope and sequence would be evident. The lesson design is based on formative data and the level of instruction matches the level/rigor of the TEK. Teacher leaders are trained on common formative assessments and teachers are intentionally using the common formative assessments to design their lesson plans, including small group instruction based on data. Teacher leaders will be trained on and follow a defined assessment protocol in order to anyalyze assessment data and adjust instruction accordingly.

5.3 Data-driven instruction.	

Current Implementation: Summary	
Implementation Level At Diagnostic	Prior to the diagnostic, the campus did not have a consistent protocol for PLCs to analyze data. Since the diagnostic, the campus has created and implemented multiple data tracking tools, specifically student data profiles (for teacher use) and a campus wide data spreadsheet to track all campus-wide assessments by grade level and content, including biweekly and triweekly assessments, CFAs, benchmarks, and ultimately STAAR. Campus instructional leaders review this data in their CAT meetings as well as Cohort meetings. Instructional leaders meet with teachers as needed to discuss assessment results, progress, and re-teach plans. Grade level and campus-wide progress is tracked and displayed in a visual scoreboard on the campus by content area, and teachers across all grade levels and contents have developed their own classroom data tracking visual to review with students. STAAR teachers review and track individual student data with the students and discuss goal-setting for progress/growth. The campus teams are encouraged to review student data in weekly team meetings as evidenced by the agenda, and the AP meets monthly with each grade level team to review student data profiles, RTI, interventions, designated supports, and potential referrals for SPED testing. The campus has a clear focus of constructing small groups based on evidence of learning from aggressive monitoring and assessment data. Teachers are implementing aggressive monitoring and small group instruction at various levels, and campus admin and Instructional Coaches are supporting that learning and implementation. Campus and district instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback and collaborative support to teachers, as needed. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in many classrooms and on campus scoreboards in the main hallway to foster student ownership and goal setting. The campus has calendar dates/PLCs set for "data digs" and lesson planning PLCs for small group interventions based on student growth levels. The campus interventionist and academic tutors (reading and math, 4th-6th) have strategic classroom and student assignments based on data. The campus is currently interviewing for a second grade academic tutor to further support the vertical implementation of small group, data based interventions.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

Full Implementation: Vision
At full implementation, data meetings will be represented on the campus calendar and ongoing. Time within the school day will be embedded that is conducive to consistent data meetings and planning. Campus leadership team review disaggregated data from PLC/data meetings and provide evidence-based feedback to teachers. Teachers understand how to disggregate data and respond with corrective instruction action plans that are based on misconceptions and/or root causes, conduct true PLCs that revolve around data, collaborative assessment creation, effective instructional strategies, and possible adjustments to instructional delivery. Students/teachers take ownership of academic progress by visually tracking measurable goals. All teachers will be trained on PLCs and data analysis using a standard protocol. Team leaders will lead their teams through data analysis and planning with reteach opportunities and how to form small groups based off of the data. There will be visuals of data and student progress posted in the data analysis room. Students will know and be able to track their own progress for each content area and it will be visible in each classroom in order to promote growth, mastery of learning, and empower students to set goals and take ownership of their progress. Data will be analyzed as a team for all bi-weekly common assessments and district benchmarks. These will be represented on the testing calendar. Campus administration will use data to lead the team leads through focus areas, professional development, and RTI.

School Improvement Turnaround Plan

District Commitment Theory of Action

In this section, describe the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan. The District Theory Commitment Theory of Action should address each of the Foundational Essential Actions and DDI.

If the district provides funding, job descriptions and training for roles and responsibilities, the campus will have clear roles and responsiblities and multiple leaders throughout the campus with an aligned mission and vision. If the campus is prioritized by the district and able to recruit from a quality pool of candidates with a track record of high performing student achievement and incentive pay, the campus will be able to recruit and retain high quality staff that is knowledgeable in their content and data driven instruction. If the district provides ongoing training for all campus leaders, funding, and quality candidates, the campus will have a positive culture and be a high performing campus. If the district provides a high-quality curriculum that is aligned to the state standards, the teachers will be able to access and design lessons around a guaranteed and viable curriculum. If the district provides standard resources and training around objective-driven daily lesson plans, formative assessment and data driven instruction and time for teachers to PLC witin the school day, teachers will be able to create lessons and provide corrective instruction to meet student needs.

System and Capacity Building

In this section, describe the efforts the campus and district will make to build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
We will develop clear roles and responsibilities for each member on the campus leadership team that defines their role specifically to supporting a school that is in school improvement. This will include protected observation and feedback calendars, leadership attributes and ongoing training, consistent meetings as a campus leadership team focused on data driven instruction, student achievement, and building capacity in teachers. This will include an addendum to the current principal job description. We will provide funding for training listed in the TAP for the campus principal and leadership team.	External Capacity Builder VIP service from Region 10 ESC - Texas Instructional Leadership	2020	Year 1: Focus will be on campus administration with development of roles, training, and ongoing coaching through external capacity builder Year 2: Focus will be on an extension of the leadership team, teacher leaders, and developing them in leading adult learners, problem solving, data driven instruction, and best instructional practices.	1.1, 5.3
We will provide funding and support of teacher retention and recruitment efforts for highly qualified stafff with a proven track record of student achievement. We will prioritize this campus for all staff needs and partner with the principal to effectively staff and sustain long term through our effororts listed in the TAP.	Internal Capacity Builder Efforts	2020	Year 1: Starting in the spring of 2020, the focus will be on retaining highly qualified staff at this campus and recruiting internally for teachers with a proven track record of student achievment in STAAR tested grades using student achievement data, evaluation tools, and additional interview protocols. Year 2: We will continue our partnership and efforts with the Talent Department to retain and recruit highly qualified staff for all staff positions at this campus by providing incentive pay and leadership opportunities.	2.1
We will provide training on routines and procedures for all staff and culture surveys along with the district mission, vision and values for this campus.	Internal Capacity Builder Efforts	2020	Year 1: We will focus on survey feedback from prior year and also provide continued training on systems such as LifeLeader and PBIS for current and new staff.	3.1
We will provide funding for all Curriculum Coordinators to complete the Texas Curriculum Management Audit Training, level 1. We will also allow time embedded throughout the school day for teachers to be able to meet to adjust instruction, identify gaps, and analyze data.	Internal Capacity Builder Efforts External Capacity Builder VIP service from Region 10 ESC - Texas Instructional Leadership	2021	Year 1: Professional development calendar is in place at the start of the year to ensure ongoing training and new PLC structure will be implemented that allows consistent and frequent time embedded throughout the school day for teachers to meet. Year 2: All coordinators will have completed the curriculum audit training by 2021. We will also have a master schedule in place that allows times for PLCs that is sustainable.	4.1, 5.3
We will provide support for a standard and uniform lesson plan. The curriculum and instruction team will help train and assist in providing common formative assessments and lesson plan alignment to TEKs and scope and sequence.	Internal Capacity Builder Efforts	2020	Year 1: We will focus on the implementation of a standard lesson plan template in summer 2020. We will provide training and support of common formative assessments and then how to use the data to adjust instruction. Cycle 1: Face to face training with all teachers on the standard lesson plan template with a focus on the objectives and formative assessments. Through observations and feedback, campus leaders will monitor and provide feedback based on the lesson plan rubric. Cycle 2: Follow up training will be focused on aggressive monitoring and the use of formative data.	5.1

All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	External Capacity Builder VIP service from Region 10 ESC - Texas Instructional Leadership Region10 Teaching and Learning Department	2020	Year 1: All teachers will submit lesson plans using the new standard template, including specific small group instruction. They will receive feedback weekly on their lesson plans from the campus leadership team. Year 2: Teachers will be trained on formative assessments and differentiated instruction to meet the needs of all learners.	5.3

Critical Implementation Milestones

In this section, describe the critical implementation milestones (high-level description of actions that will be completed) that the campus and/or district will meet in each year of implementation in order to achieve the vision of full implementation of each Essential Action shared on the Turnaround Foundations tab.   ***Milestones for the 2-3 high leverage focus areas identified in the ESF Diagnostic must be addressed first***   *, as these are the campus' largest gaps in practice and systems (and will have the greatest impact on the implementation of other Essential Actions).* ***The milestones listed here must be included in each year's Targeted Improvement Plan.***   *Add rows as needed.*

Pre-Implementation	Essential Action
Budget for stipends for teacher leaders	**1.1**
Budget for stipends to recruit high peforming teachers with a track record of proven student achievement	**2.1**
Budget for possible partnership with a capacity builder to provide ongoing coaching to the campus leadership team	**1.1**
Budget for trainings in *Breakthrough Coach* and *Get Better Faster models*	**1.1, 5.1,5.3**

Implementation Year 1	Essential Action
Campus administration trained on the new roles and responsibilities and provides evidence of protected time to observe teachers and provide meaningful feedback.	**1.1**
Teachers use a standard lesson plan template with identified key components of the lesson plan, they submit weekly with a due date, and campus administration reviews in their weekly meeting to provide feedback.	**5.1**
Data tracking tools have been created and campus admin team reviews student progress weekly in their meetings as a standard item on their agenda.	**5.3**
A comprehensive hiring retention and recruitment plan is put in place that intentionally targets the retention and recruitment of highly qualified staff with a proven track record of student achievement and aligns with our mission, vision, and values.	**2.1**
Additional componenets of the interview process will be used at this campus such as student achievement data, demonstration lessons, and/or content demonststration in order to calibrate and identify high quality teachers with a proven track record of student achievement.	**2.1**
Teachers are trained on high-yield strategies such as aggressive monitoring, instructional planning calendars, and small group instruction.	**5.2**
Student self-tracking progress and goal setting is evident in every STAAR tested classroom.	**5.3**
Campus administration receives additional coaching on the roles and responsbilities through the consultant services.	**1.1**
Teachers will be trained on data-driven instruction and protocols using our partner consultant.	**5.3**
Campus adminstration will attend identified trainings, Breakthrough Coach and Get Better Faster.	**1.1**
Teachers and campus admin will receive additional training on PBIS.	**3.1**

Implementation Year 2	Essential Action
Plan master schedule around protected PLC time and data meetings.	**5.3**
Student self-tracking progress and goal setting is evident in every classroom.	**5.3**
Teacher leaders are formally trained on adult learning strategies, best practices and data and PLC protocols.	**1.1**
Campus admin and teacher leaders will be trained on SEL with a partner consultant.	**3.1**
Curriculum coordinators will attend curriculum audit and address gaps in the curriculum.	**4.1**

Implementation Year 3 and beyond	Essential Action
Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation. *A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.*	
Our campus in partnership with the Talent Department continues to implement a comprehensive retention and recruitment plan and adjusts interview protocols and hiring practices to ensure the retention of highly effective teachers.	**2.1**
Campus leaders are proactively trained on best practices, observation and feedback cycle, and on the new roles and repsponsibilities prior to the school year and provided a structured calendar to follow for time to observe and attend important weekly instructional meetings based off of the Breakthrough Coach, Leverage Leadership and Get Better Faster models. Instructional leadership remains the priority for campus leaders and availabilty for feedback, coaching, and PLCs.	**1.1**
All staff will have recieved formal SEL, PBIS, and LifeLeader training and an induction process and schedule for training will be implemented for new staff. Trainings will be adjusted based off of culture and climate surveys.	**3.1**
Campus leaders will continue to provide feedback to lesson plans following the new feedback protocol to ensure teachers make adjustments accordingly based off of the feedback and formative assessments. Teachers will continue to submit objective-driven daily lesson plans aligned to TEKs and make adjustments from campus leadership feedback and student data.	**1.1 & 5.1**
Data analysis protocols are in place and time is embedded within the school day for teachers to meet to adjust instruction based off of data.	**5.3**

Budget and Financial Resources

Funds outlined in the budget table should include any supplemental costs required to implement the turnaround plan for 2 or more years.
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.

Category	Amount	Description
Payroll	$ 200,000.00	stipends for teacher leaders; teacher retention and recruitment incentives for this priority campus over 2 years; increase for administration and instructional coach
Professional Development	$ 50,000.00	Breakthrough coach, Get Better Faster, teacher professional development, new leader coaching costs, external capacity builder consulting costs, curriculum audit training
Supplies and Materials	$ 5,000.00	LifeLeader attributes, supplemental materials with training and curriculum, PBIS materials
Other Operating Costs	$ -	
Capital Outlay	$ -	

School Action-Reassign

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop and finalize plans for student reassignment

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Approve and finalize plans and goals for student reassignment to new schools

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Transition - Support transition planning for students and schools

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 2 - Implementation: District implements reassignment with fidelity					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

School Action-Restart: Turnaround Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning and Implementation Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align restart strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop policies and systems for implementing ACE

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Transition - Support transition planning for ACE model implementation

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 2 - Implementation: ACE Implementation Fidelity

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

School Action-Restart: Partner Managed Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Recruit for Call for Quality Schools - Recruit and cultivate education leaders and organizations to implement school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Authorize - Finalize plans for partnerships/new schools and execute contracts

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 5: Transition - Support transition planning for schools					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 2 - Implementation: District implements partnership with fidelity					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

School Action-New School: District Managed Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Recruit - Recruit and cultivate education leaders and organizations to implement school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Approve - Approve and finalize plans and performance agreements for new schools

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 5: Transition - Support transition planning for new schools					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

Year 2 - Implementation: District implements new school with fidelity					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

School Action-Restart: Partner Managed Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Recruit for Call for Quality Schools - Recruit and cultivate education leaders and organizations to implement school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Authorize - Finalize plans for partnerships/new schools and execute contracts

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 5: Transition - Support transition planning for schools					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 2 - Implementation: District implements partnership with fidelity					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes