

# Campus Turnaround Plan

## Campus Information

District Name:	Superintendent:	DCSI:	Board President:
Fort Worth ISD	Dr. Kent Scribner	Mr. Rian Townsend	Mr. Jacinto Ramos
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Jacquet MS	220905059	Dr. Cheryl Johnson	Mr. Rian Townsend
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019 - 2020	10/1/2019	Ms. Kelsie Lumadue	

## 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.

<b>1.1 Develop campus instructional leaders with clear roles and responsibilities.</b>	<b><u>Current Implementation: Summary</u></b>	
	Implementation Level At Diagnostic	There is a list of roles and responsibilities, including specific teachers to observe for leadership members but does not currently include calendared feedback of classroom instruction. The ILT create weekly calendars to share responsibilities and meet in the mornings daily to ensure all ILT members know the plan for the day. The principal does conduct job-embedded feedback with instructional leadership team members but the feedback loops are not on the principals' weekly calendar for intentional planning.
	<b>Planning for Implementation</b>	
	Prioritized Focus Area from ESF Diagnostic?	
	<b>Yes</b>	The ILT also meets every other Tuesday to review walkthrough data, have mini-PD sessions, or to discuss student data. Sign-in sheets and Agendas are kept in the PLC room in a binder. Admin goals are aligned to T-PESS while teachers' goals are aligned to T-TESS. Grade level team leaders and department chairs are assigned by the administrators but are not used strategically to facilitate PLCs or instructional practices. PLCs are facilitated by the Instructional Coaches, Admin, or members of the Teaching Trust team.  Since the Diagnostic, the ILT created a tiered system for teachers. Tier III teachers in tested, core content areas are divided among the Instructional Leadership Team (ILT) to receive daily walkthroughs and feedback. The ILT was provided training from Teaching Trust on use of the waterfall and effective feedback levers and redelivered back on campus for ILT members who did not attend the pullout. The ILT is also working on ensuring that feedback conversations are scheduled on the weekly calendars in addition to the observation day.
	<b><u>Full Implementation: Vision</u></b>	
<p>At full implementation, the campus instructional leaders will have an updated document reflecting clear, written, and transparent roles and responsibilities for all ILT members. This will include the teachers each member supervises. The ILT will have clear expectations to align their calendars to the observation/feedback cycles for each teacher- which will occur at least 2x per month (but vary based on need/student data). PLCs and key trainings, staff meetings, etc. will be placed on a year-long calendar and distributed to all staff at the start of each year. The ILT will meet weekly and follow a set agenda that will include student data analysis and next steps as part of each meeting. ILT members will meet with teachers they manage/supervise at the start of the year to review goals and performance expectations. Teachers and ILT team members will have a clear understanding of their individual goals and will be able to discuss progress toward goals throughout the year. We will check-in on progress of ILT goals at middle-of-year (MOY) and, again, formally at end-of-year (EOY).</p> <p>ILT members will have a running record of the feedback and action steps they have shared with their teachers. We will have a strong pipeline of Teacher leaders (who will lead our PLC meetings) and be involved in monthly school-wide larger leadership team meetings. These teacher leaders will facilitate high-quality PLC meetings aligned to data-driven instruction, instructional best practices and/or lesson plan creation and rehearsal following the See It, Name It, Do It protocol. We will have a record of all agendas and notes from PLC meetings. As a result of these actions, teachers and leaders will report greater clarity on their roles and responsibilities and a greater understanding of their goals and progress toward their goals throughout the year. Additionally, PLCs will be seen as useful meetings that develop our teachers and support student achievement. Additionally, there will be a robust campus handbook in place including all campus procedures and policies, especially those around roles and responsibilities, and teacher and leadership team evaluation processes.</p>		

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Current Implementation: Summary**

Implementation Level At Diagnostic	<p>Much of the recruitment strategies are at the district level without input from the campus or specific needs of the campus being considered. Surplus teachers from other campuses have been placed by the district on the campus without input from the principal. The campus has had significant teacher and administrative turnover each year for the past four years. The campus also struggles with obtaining substitutes for hired teachers due to the number of unfilled vacancies that are also on campus.</p>
<p><b>Planning for Implementation</b></p>	
Prioritized Focus Area from ESF Diagnostic?	<p>To support and retain staff, the instructional coaches have a caseload of 8-10 teachers. On the diagnostic, teachers stated that they want to feel better supported and stated that they receive feedback once every 2-3 weeks which is delivered via email. Teachers acknowledge that they have choice in staff meeting sessions but do not see the connection to campus-wide PD needs or their individual goal setting.</p>
<p><b>No</b></p>	<p>Since the diagnostic, 16 core-content teachers have been identified for daily observations and feedback. Using the high-leverage action criteria, the teachers are visited every day and receive on-the-spot coaching/feedback in order to improve instructional practices. The ILT meets every morning to discuss progress of the 16 teachers and additional support that may be needed.</p>

**Full Implementation: Vision**

At full implementation, our district will work hand in hand with our campus beginning in January/February to ensure we have a robust recruitment strategy in place including: attending college and teacher fairs, and hosting an internal referral campaign. Additionally, we will work with our Human Capital Management team to track our candidates and determine which efforts result in the best production of high-quality candidates. At the school level, we will have a more aligned selection process including a sample teach lesson, a teacher panel, and formal interview. We will align our interview questions to assess for content knowledge, AND culture fit around our mission/vision/values. Each year we will use student data, as well as other factors (content knowledge, team diversity and experience) to place teachers in the best fit positions. We will identify our top performing teachers as an ILT. We will also strive to offer differentiated, personal learning opportunities for our staff as a retention strategy. We will assign different members of the ILT to each cohort (new teachers, proficient teachers, teacher leaders). We will place teacher leaders in other leadership roles (Grade-level chair, committee chairs, etc. ) in order to build their adult leadership skills and recognize them for their success. We will provide ongoing support and training for our teacher leaders in the areas of adult learning and team dynamics. All teacher candidates who have been selected will be finished with the hiring process by August 1st and will have access to all district resources. Lastly, we will create a substitute committee to help foster positive relationships with some of our best substitutes and to cultivate them for potential long-term positions as they become available.

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

**Current Implementation: Summary**

Implementation Level At Diagnostic	<p>The campus has a vision, mission, and values in place which were developed with the Teaching Trust team which includes 4 teachers and 4 instructional coaches. The vision, mission, and values were introduced to the staff prior to the beginning of school with a focus on alignment of instructional practices and goals for the campus. Teachers expressed that while the school values (Leadership, Integrity, Knowledge, Equity) are known by staff, the values are not reinforced with students on a daily basis. Opportunities exist to get more buy-in from teachers to assist with creating a positive school culture that aligns to the mission, vision, and values of the campus. The campus climate survey had low participation for the 2018-2019 school year and was not used to make adjustments to school practices.</p>
<b>Planning for Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
Yes	<p>Based on feedback from the diagnostic, Jacquet staff often feel as though cannot give students what they need, because students come to school with so many various needs both academically and emotionally. Staff feel overwhelmed and burnt out. Classroom structures and routines were inconsistent across the campus and by classroom so the Teaching Trust team has focused on areas of Culture to address. During the diagnostic, campus leadership and staff shared the need for clear high expectations for adults and students in the building.</p> <p>Since the diagnostic, the campus has conducted a Culture Reset in December 2019 with teachers in which Morning Arrival, Dismissal, the first five and last five minutes of class procedures, and Hallway Transitions were reviewed and practiced with teachers. In January 2020, teachers reviewed each area with students during class and the Hallway Transitions were practiced with students. Once the 2019 Climate Survey results are returned, the campus will utilize the feedback to realign the vision, mission, and values based on teacher, student, and parent input.</p>

**Full Implementation: Vision**

At full implementation, we will have engaged in a revision of our school mission, vision, and values that involves the school staff, students, and community in refining these essential components of our school. Campus practices and policies will demonstrate high expectations of students and staff with shared ownership for student success focused on college readiness and postsecondary success for all students. In partnership with Teaching Trust and the FWISD Restorative Practices Department, the staff and students will collaboratively create shared agreements for staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed. Our mission, vision, and values focused on a drive towards college and career readiness and postsecondary success, will be prominently displayed in classrooms, shared spaces, and school areas. All staff, students, and families will be able to speak to the mission, vision, and values. We will have established both student/family and staff handbooks that guide our behavior. Staff and students will interact with one another in a respectful way at all times. All staff will know the expectations for ALL students and hold students to these expectations at all times. Our staff and students will feel comfortable holding one another accountable for meeting expectations. We will start each year with strong monitoring of students in shared spaces and set the tone early on regarding expectations during less structured times: arrival, dismissal, hallway transitions, classroom environment, etc. We will use a culture rubric during walkthroughs during these periods to obtain ongoing data that will be analyzed by the larger leadership team to make adjustments and refinements. We will have students create hallway and bathroom visuals that remind one another of the shared expectations. Classrooms will also have the same expectations posted across the school along with the campus' mission, vision, and values. Surveys will be provided at the MOY and EOY and the campus will ensure we are analyzing the interim surveys with our staff so data can be shared with our staff, students, and school community. Our campus will feel positive and inclusive; and, expectations will be held high for our staff and students.

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

**Current Implementation: Summary**

Implementation Level At Diagnostic	<p>Jacquet uses the FWISD scope and sequence which is aligned to the TEKS with an emphasis on readiness standards. The PLC schedule and IPCs include time for re-teaching, although teachers expressed concerns in pacing due to extreme gaps in students' knowledge/skills. Assessments are administered every 3 weeks, alternating between the district developed assessments, and the campus developed assessments. The campus utilizes the TEKS Resource System (TRS) to pull from for alignment, which teachers expressed was a strong resource. The teachers returned back to work one week early this year to focus on PD and curriculum but still expressed a lack of time to internalize all of the curricular resources available. Teachers would like time during staff meetings to unpack resources.</p>
<b>Beginning Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	<p>PLCs include time to analyze student data and plan the reteach. A weekly data meeting was observed which provided evidence of a strong system in place that teachers were comfortable with.</p> <p>Since the diagnostic, the PLCs have been restructured to include two-days for teachers to work with instructional coaches to unpack the standards and find resources that align to the rigor of STAAR. Wednesday is also a dedicated day in PLCs for teachers to work on incorporating the lesson plan feedback from instructional specialists before teachers implement the lesson.</p>

**Full Implementation: Vision**

At full implementation, we will have a refined Scope and Sequence and IPC for each core content area that not only includes units aligned to TEKS, but it will also include all assessment dates and dedicated time for re-teach after each interim assessment. Each core content subject will be provided with instructional materials for each unit that includes essential questions, key ideas, suggested resources and texts, and examples of classroom materials (anchor charts, graphic organizers, etc.) that will support their learners. We will provide common assessments (aligned to the rigor of STAAR) administered every 3-weeks or 6-weeks for all STAAR tested courses. These assessments will include STAAR released questions, as well as other questions that are aligned to the level of rigor of STAAR. We will track mastery on each assessment, and share this information with teachers, students, and families. We will provide our teachers with ongoing professional development aligned to best practices in terms of instructional materials, resources, and strategies. Teachers will be provided resources to support their English-Learner students as well as students with disabilities. Our Special Education team will be a part of weekly PLCs and meetings when looking at student work and data. We will provide ongoing training to our staff, especially in terms of strategies for English-Learners, students with disabilities, and other relevant content as the needs arise.

5.1 Objective-driven daily lesson plans with formative assessments.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Teachers do not submit lesson plans with the level of specificity to be able to be picked up by another teacher and implemented with fidelity. Lesson plans are connected to an objective. There is opportunity to model and show for teachers what a detailed, complete, data-driven lesson plan and execution looks like. Lesson plans are reviewed weekly by ICs and teachers have an opportunity in PLCs to revise lesson plans based on the feedback and receive verbal coaching before implementation of the lesson.
<b>Planning for Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>Yes</b>	Since the Diagnostic, feedback on teachers' lesson plans includes specifics for Bell Ringers, time stamps to ensure adequate pacing and at least 50% of instructional time is allowed for students to demonstrate mastery, and an aligned Demonstration of Learning task for closing. Following the weekly data meetings on Fridays, teachers leave with written Process Steps for their reteach lesson although common exemplars is still being worked on in PLCs for alignment between teachers for each lesson.
<u>Full Implementation: Vision</u>	
At full implementation, we would want all teachers submitting weekly lesson plans by Thursday at 6:00, two weeks in advance. These lesson plans would include clear student friendly content objectives as well as language objectives. The lesson plans would be written on a shared lesson plan template with openings, closings, and objective-driven activities (Introduction to New Material, Guided Practice, and Independent Practice). Lesson plans would also include sections to include differentiation. Most importantly each lesson would be submitted with a formative assessment, teacher exemplar, and student exemplar. The lesson plans would align to our current IPC. The lessons will be based on gathering and responding to student data and include several checks for understanding throughout the lessons. We would want to be able to check for fidelity of execution to the lesson plan during our classroom observations. Each lesson plan would be reviewed by a member of the ILT on Friday (the day after submission) a week BEFORE it is taught. Teachers would receive 1-5 pieces of actionable feedback aligned to the plan. The ILT will be calibrated and normed on the feedback provided to teachers. Lastly, there will be a clear process in place for teachers to make changes to their plans and submit final versions by the Friday the week before the lesson is taught.	

5.3 Data-driven instruction.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Assessments are given every 3-weeks, alternating between campus-developed and district-developed. While teachers disaggregate data in PLCs, it was not clear during the diagnostic on how or when admin meet as a group to analyze data or plan based on campus-wide trends. Teachers could speak to the plan for reteach, identifying the gap, practicing the reteach, creating an exemplar, and follow-through. Teachers have two off-periods – one by grade level and one by content area – each day. Content area planning periods are used for the PLC period although structured time for grade level planning has not been established. The PLCs have a strong system in place for how to use the time each day – collaborative planning, data analysis, scripting the reteach, and practicing the reteach. Classroom posters are provided to each core content teacher to chart daily mastery on Demonstration of Learning (DOL) tasks.
<b>Planning for Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	<p>Since the Diagnostic, each teacher has a data tracking poster in their classroom to record the percentage of students (by class) with mastery of the daily DOL. The posters are positioned so they are visible to visitors and students. Data has not been posted in the hallways but will be posted before the February Benchmark to promote grade level competition and competition with neighboring campuses. The script for weekly data meeting PLCs have been adjusted to allow for teachers to work problems during the PLC in order to create Process Steps, refine Process Steps based on student work, and leave with a finished Process Steps chart for their Reteach lesson. Teachers have the opportunity on Mondays in PLCs to practice their Reteach using the Process Steps which has helped with redelivery.</p>
<u>Full Implementation: Vision</u>	
<p>At full implementation, our campus will be data-driven in all aspects. We will have dedicated time after each interim assessment to review data as a leadership team and to create action plans based on the data that include re-teaching for skills/standards/students that have not yet shown mastery. We will use data and student performance to guide our decisions regarding observations, professional development, PLC topics, and teacher placement.</p> <p>We will have weekly data meetings (WDMs) where teachers are able to meet in teams, with a member of the ILT, and analyze their most recent data (whether it be from a reteach, exit ticket, unit test, or more summative form of data). These data meetings will be run by ILT members or Teacher Leaders who have had training on WDMs and who will receive ongoing observation and coaching from the Principal. The WDMs will allow teachers to analyze data, identify the misconceptions, and plan for effective re-teach. The ILT will observe re-teach instruction as needed to provide ongoing support and coaching. Each week, we will review the re-teach and re-assessment data to determine next steps.</p> <p>Classrooms will track their class-wide Interim Assessment (IA) data; we will have a school-wide bulletin board that shows the IA data for all subjects at our school and the progress after each IA. We will celebrate students who made the most growth on their IAs, as well as those who have achieved the "Meets" or "Masters" bar at each administration. In order to ensure all these systems are able to occur on a consistent basis, we will need to be intentional about our master schedule and protect time for weekly data meetings, leadership team data analysis meetings, time to re-teach, and re-assess.</p>	

**After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.**

## 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 principal supervisor provides regular coaching to the principal on the implementation of the DDI process and the principal's development of the instructional leadership team's knowledge of the DDI process and the district ensures that the campus has access to high quality curriculum, with assessments (formative/summative) aligned to the standards for all tested grades and subjects and the district commits to providing interim assessment results back to the campus within 2 days after the assessment and the principal and instructional leadership team lead high quality data meetings aligned to the standards, and have a high quality pool of teacher applicants that the principal is able to hire from, and the principal can establish a climate of high expectations aligned to the vision, mission and goals of the school with staff and students in a safe and orderly environment, then the campus will be able to establish strong data driven instructional practices, improve the quality of lesson planning and reteaching around formative/summative assessments, which will lead to an increase in student achievement.

### 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.
The ILT which will consist of Administrators and Teacher Leaders will create clear roles and responsibilities for all members of the leadership team in order to provide greater clarity to ILT members on how to lead their department/grade-levels. We want to improve the structure of our daily morning meetings, weekly ILT meetings, and PLCs to ensure we are focused on and responsive to student and teacher data.	Teaching Trust for Admin and Coaches and ESC11 for Admin	2020	Year 1: All members of the ILT will receive a combination of face-to-face PD, ongoing one on one coaching, and implementation support at the campus. We plan to work during the summer to begin clearly defining the roles and responsibilities of all campus leaders. The focus is to strengthen the instructional capacity of all members of the ILT.	1.1, 2.1, 5.1

<p>We would like to partner with Teaching Trust to continue the work on Student Culture and Routines. We want to train our ILT on establishing strong routines that demonstrate high expectations across the campus. Our intent will be to strengthen and define the routines in shared spaces at key parts of the day - arrival, dismissal, lunch, classroom routines. Teaching Trust will support us in the planning and roll out of these routines.</p>	<p>Teaching Trust for Admin, Coaches, and Teacher Leaders</p>	<p>2020</p>	<p>Year 1: The ILT will receive in person PD, face to face learning and coaching, and ongoing support from Teaching Trust We will work over the summer to create routines and procedures for our campus. The routines and procedures will be introduced back at the campus by bringing teachers in a week early, so that our teachers are ready to roll these routines out during the first few weeks of school. The ILT will have ongoing meetings throughout the year to make adjustments and provide support to staff as needed. Additionally, we will have Teaching Trust on campus and receive ongoing coaching and feedback on student culture at Jacquet MS. We will use our reflections on these practices to problem-solve and improve our culture throughout the year.</p>	<p>3.1</p>
<p>We want to ensure we have strong systems in place for regular feedback on our teachers' lesson plans. We plan to create strong protocols to allow this to happen consistently so that our teachers receive timely, meaningful feedback on their plans that results in stronger plans and better student outcomes. Monitoring of the adjustment of lesson plans by teachers based on the feedback and scripting key components of the lesson for role plays ahead of lesson delivery will be included in the protocols.</p>	<p>FWISD Partnership with the New Teacher Center (Internal Capacity Builder) and Teaching Trust (External Capacity Builder)</p>	<p>2020</p>	<p>Year 1: We will create a strong system in which all lesson plans are submitted to an ILT member on a specified day and individual verbal and written feedback is provided to the teacher in order for adjustments to be made prior to implementation of the lesson. The Executive Director will support the ILT in creating the new processes and protocols and help manage the change with this new system. Additionally, the Executive Director will provide ongoing coaching and support to the Principal and ILT in this practice.</p>	<p>5.1</p>
<p>We plan to refine our approach to hiring and retaining the best teachers. We aim to create a unique selection process designed to give candidates multiple opportunities to demonstrate skills and abilities to determine if the role is a good fit for the campus. WE would like to build capacity in this area, by creating a equitable hiring committee consisting of administrators, teachers, students, and parents/community members who will help refine and execute the new, revised hiring efforts. We aim to have different cohorts for professional development for our teachers and create individual ILT members to lead each cohort (new teachers, advanced teachers, teacher leaders). Our substitute committee will be tasked with identifying high-performing substitutes and building positive relationships with them.</p>	<p>Teaching Trust (External Capacity Builder) and FWISD HCM (Internal Capacity Builder)</p>	<p>2021-2022</p>	<p>Year 2: We will work with Teaching Trust and FWISD Human Capital Management (HCM) to create a robust set of interview questions and interview process. The process will begin by identifying those interested in being on our committees (hiring, substitute, etc.). The ILT will ensure we have time on our year-long calendar to meet with our committees, plan, and gather feedback on the processes. We will create different year-long PD opportunities and calendars for our different cohorts of teachers. We will ensure we have at least quarterly touchpoints with Teaching Trust and HCM to evaluate our processes and the changes we have made.</p>	<p>2.1</p>

<p>We aim to build capacity in all of our STAAR tested courses, grades, and teachers around DDI. This will include ensuring all teachers are trained on DDI processes, scripts are created for facilitating PLCs, and strong, weekly data meetings facilitated by teachers are incorporated into our practice. We will also include structures and time to allow for reteaching and reassessing in the lesson plan format so all teachers can plan accordingly. Lastly, we will ensure we give at least a 3-week and 6-week Interim Assessment each six-weeks period for each STAAR-tested course that are aligned to the rigor of the State Assessment and daily DOLs are used to monitor weekly mastery toward SEs.</p>	<p>Teaching Trust (External Capacity Builder) and FWISD Teaching and Learning Department (Internal Capacity Builder)</p>	<p>2021-2022</p>	<p>Year 2: We will participate in Teaching Trust Year 3 cohort and work with FWISD Teaching and Learning to implement DDI practices in our school. We will meet with Teaching Trust at least 5 times during the year. Additionally, we will have Teaching Trust and FWISD Teaching and Learning Department provide ongoing coaching on our DDI practices and helping grow teachers as PLC facilitators in the DDI process. We will use our reflections on these practices to problem-solve and improve our DDI implementation at the campus.</p>	<p>4.1, 5.3</p>
<p>The FWISD curriculum department will work collaboratively with the campus to provide Scope and Sequences for each core content area that are aligned to the TEKS. We will ensure that each core content subject has the necessary instructional materials that will support student achievement. Our district has committed to provide Interim Assessments each six-weeks grading cycle per content area that align to the rigor of STAAR. We will support the curriculum department by identifying teachers who can help lead these efforts as needed. The Executive Director will support our ILT in helping to refine the instructional materials we provide to our teachers, including unit plans, Year-at-a-Glance, resources, etc.</p>	<p>Teaching Trust (External Capacity Builder) and FWISD Teaching and Learning Department (Internal Capacity Builder)</p>	<p>2022</p>	<p>Year 3: We will begin this work in the summer of 2021 as we work to identify teacher leaders who can work the the curriculum department to modify/adjust scope and sequences and work to create common assessments. We will provide ongoing support by providing our teacher leaders engaged in this work the time to work on this at least once a quarter. We will provide ongoing opportunities for our staff to provide feedback on the materials on an ongoing basis. Additionally, we will provide the time in our scope and sequence for assessing, re-teaching, and re-assessing as needed.</p>	<p>4.1, 5.3</p>

## 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.*

<u>Pre-Implementation</u>	<u>Essential Action</u>
Ensure that all paperwork for partnering with Teaching Trust is submitted to continue partnership by July 2019	<b>1.1</b>
Share focus areas and major initiatives for Jacquet with staff at end of summer before the start of school so all staff have time to internal the new practices.	<b>1.1</b>
Gather data from FWISD Stakeholders Survey and end-of-year survey with respect to culture routines and procedures	<b>3.1</b>
Begin creating next year's master calendar with protected time for meetings, assessments, PD, PLCs, WDMs, and lesson planning	<b>5.1</b>
<u>Implementation Year 1</u>	<u>Essential Action</u>
ILT (Administrators and Teacher Leaders) behaviors and actions are grounded in clear roles and responsibilities with a focus on instructional leadership	<b>1.1</b>
Teachers participate in meaningful professional development opportunities throughout the year that align to the campus focus areas and result in stronger outcomes for students	<b>1.1</b>
Culture routines and procedures (arrival, dismissal, hallway transitions, classroom) are clearly defined in writing and have been modeled for students and teachers and are monitored regularly in order to give feedback and make adjustments	<b>3.1</b>
Teachers are consistently receiving meaningful feedback on their lesson plans within designated timelines that result in stronger student achievement outcomes	<b>5.1</b>
<u>Implementation Year 2</u>	<u>Essential Action</u>
Our hiring process encompasses multiple high-leverage processes for recruiting and hiring strong candidates who demonstrate content knowledge as well as an alignment to our school mission, vision, and values	<b>2.1</b>
Teachers will receive differentiated professional development aligned to their individual learning goals and needs	<b>2.1</b>
Teachers for STAAR tested courses are provided with high-quality curriculum materials and common assessments that support the achievement of all students including: Blueprints, IPCs, text resources and other instructional materials	<b>4.1</b>
Teachers are using multiple research-based strategies to strengthen the development of standards aligned objectives and demonstration of learning tasks based on a clearly, aligned exemplar	<b>4.1</b>
Teachers facilitate effective weekly data meetings (WDMs) and PLCs where ILT members support them in the process of analyzing data, identifying misconceptions, and planning strong re-teach plans which will in turn lead to improved student outcomes.	<b>5.3</b>

<b>Implementation Year 3 and beyond</b>	<b>Essential Action</b>
<i>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.</i>	
Our campus has processes in place to audit, monitor, and adjust our practices as they relate to protecting ILT time and clarifying roles/responsibilities for ILT and teacher leaders. We intentionally build the capacity of teacher leaders and have a pipeline in place for additional leaders on our campus.	<b>1.1</b>
Our campus partners with HCM in meaningful ways to support the hiring and retention of highly effective teachers.	<b>2.1</b>
Our campus continues to gather data on our procedures and routines affecting student culture. We adjust our focus areas and build out new routines/revise existing routines for the start of the next year based upon this data and our culture walkthrough observations/feedback.	<b>3.1</b>
Our campus partners with the FWISD Teaching and Learning Department to ensure our curriculum materials provided to our staff are high-quality, useful, timely, and produce strong student outcomes.	<b>4.1</b>
Teachers continue to receive high-quality feedback on lesson plans with ample time to respond to the feedback and adjust their plans so that the lessons presented to students are objective-driven and aligned to the TEKS	<b>5.1</b>
Our campus has process in place to observe, monitor, and adjust our practices as they relate to data-driven instruction (DDI). We review student achievement data, teacher survey data, and observational data to adjust course and continue strengthening our weekly data meetings as well as our interim assessment or reteach data analysis processes.	<b>5.3</b>

### 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	\$ 480,000.00	1 full-time Math and 1-full time Reading Instructional Coach
Professional Development	\$ 90,000.00	External Support: Region XI and Teaching Trust
Supplies and Materials	\$ 15,000.00	Supplies and Instructional Materials for student improvement and support for campus Culture documents
Other Operating Costs	\$ -	
Capital Outlay		

Feedback can be provided through the options below:

<http://bit.ly/JacquetTAP> - OR -

