

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.

Principal supervisor will provide necessary campus resources and coaching to the principal and AP's on the district's data driven instructional processes, and the principal/APs will train and develop the instructional leadership team's knowledge of the district's data driven instructional processes to full implementation with staff, and the district ensures that the campus has access to high quality resources, funding, curriculum, and assessments (formative/summative) aligned to the standards for all tested grades and subjects, and the district commits to providing district content coordinators to support the campus every 9 weeks through targeted professional learning, and the principal and instructional leadership team are able to create highly effective DDI in PLCs with data meetings aligned to the standards which identify the highest leverage professional development opportunities for teachers, then the campus will be able to increase rigor, improve alignment, 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.
This year we will have a culture committee to create campus-wide student and staff routines. These routines will be collaboratively created by committee meetings In June of 2020 (Admin team and 3-5 teachers) The committee will outline and create agendas outlining the professional development and implementation phases for staff. Training and practice will be	Internal capacity	2020	Year 1: We will partner with our district and other campuses that have created similar protocols with success. The administrative team will meet with a the other school's leadership team on how they trained and implemented their system for it to become a highly effective system for transition times. The principal supervisor will support the campus	3.1
This year we will ensure that we have stong systems in place for teacher planning, lesson plan feedback, walk-through observations, and face to face coaching sessions. The administrative team will model and practice (role play) how to coach teachers using Bambrick's Leverage Leadership/Get Better Factor Six Steps to Effective Feedback. The	ESC-11 (external)	2020	Year 1: ESC 11 will provide in person PD, face to face learning, coaching and ongoing support to admin and teachers. ESC 11 to coach core teachers in tested contents and provide feedback and conduct learning microlabs/PD every 6-9 weeks on teacher best practices for all teachers to implement the following six weeks	5.1, 5.3
Roles & responsibilities are already included in Faculty Handbook with the goals for each department and administrator. We will add the instructional coaches roles and responsibilities as well as the lead content teachers and department chairs. Leadership observations, meetings, and coaching sessions will all be on weekly calendar. The leadership team meets weekly to analyze campus and student data. Systems are in place for PLCs and PLCs use a written protocol	Internal capacity	2021	Year 2: Administrators will coach dept chairs and instructional coaches on the PLC protocol, DDI, weekly LP review, walkthrough/coaching protocol and feedback to teachers. Roles and responsibilities will be identified and trained in PLCs and the PLC rubric will be utilized bi-weekly to rate the level of PLC. Principal will train campus leadership team on campus goals and expectations for all team members with performance expectations for each content/department.	1.1

<p>Principal will work with district Human Capital Management department to identify applicants for vacant positions. Principal will share with interview questions with interview committees as well as a rubric to rate the mini-lesson taught by any prospective applicants. All new teachers will have mentors to increase retention rates and check-ins/meetings between mentors and mentees will occur bi-weekly. New teacher coordinator will schedule 3 meetings for all mentors and mentees to come together and discuss progress, celebrations, and areas needing support. Dept chairs and lead content teachers will have strong content knowledge and instructional leadership and DDI skills.</p>	<p>Internal capacity</p>	<p>2021</p>	<p>Year 2: Campus leadership team will lead teachers through professional development on Tier 1 instruction and data driven instruction during teacher inservice week in August. Professional development plan for the year will be created during summer 2021 and aligned to district goals and campus comprehensive needs assessment . An overview of PD plan will be shared with staff August 2021. Leadership and training opportunities are provided to highly effective teachers to lead faculty meetings, PLCs, and Grade Level Team Meetings. Teachers receive ongoing professional learning in faculty meetings, grade level meetings, and their PLCs and Department Meetings. Teachers meet with their evaluator in May to outline their professional learning plan for the summer and following school year which should align with campus and district goals as well as areas for teacher growth. Teacher appreciation treats and celebrations are done each six weeks</p>	<p>2.1</p>
<p>District provides the curriculum (scope & sequence) for all contents. District curriculum is aligned to state standards. It is housed in the district curriculum portal on the district apps page. Campus implements the district curriculum with fidelity. Supplemental curriculum resources may be used to address various needs of students. (SPED, Els) District provides instructional planning calendar and assessment calendar for the school year to assist with planning and reteach time is built into the curriculum.</p>	<p>Internal capacity</p>	<p>2021</p>	<p>Year 2: District interim assessments are taken district-wide each six weeks and District Benchmarks are taken in October and February. Core teachers are trained on backwards planning instructional model as well as all of the district tools, Lead4ward, TEK resource center, All-in-Learning. Teachers receive DDI protocol and procedures are trained on in PLCS. Teachers create targeted action plans after each interim and benchmark identifying low SEs for reteach, targeted students, method for reteach, timeline, and how will assess for growth. Action plans/data protocol are turned into administrators for monitoring and evaluation purposes each six weeks. Teachers receive content specific PD through district and campus waiver days, faculty meetings, and PLCs.</p>	<p>4.1</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>
CLT conducts Data analysis of Stakeholder survey results from to create targeted campus culture routines to improve identified low areas.	3.1
Creation of weekly PLC protocol for Deconstructing TEKS from curriculum and blueprint assessment as well as creating exemplar samples for students.	5.1
Create and publish Yearly calendar for prioritized meetings (fac. Mtgs, CLT mtgs, admin mtgs) assessments windows for interims, benchmarks, STAAR, and TELPAS, professional development, PLCs, and Lesson Plan due dates.	5.3
<u>Implementation Year 1</u>	<u>Essential Action</u>
Conduct baseline walk at BOY using a culture rubric to identify current levels of student routines: morning, afternoon, lunch, recess, etc. Conduct additional culture walk MOY and EOY to track progress after implementing.	3.1
School vision and mission are revisited and revised to reflect alignment with district vision and student needs. System has been implemented to improve student routines for morning, afternoon, lunch, recess, etc. Campus vision is reflected in classrooms and hallways. High expectations are held by all staff.	3.1
Allow for Campus budget to allot funding for outside agency support in professional development, teacher coaching, and feedback.	5.1
Teachers will receive walkthroughs and face to face coaching and DDI from administrators and instructional coaches with action items aligned to campus focus are	5.3 5.3
<u>Implementation Year 2</u>	<u>Essential Action</u>
Clearly identified roles, responsibilities, and performance goals for administrators, data analyst, instructional coaches, counselors, interventionists, and dept chairs/lead content teachers is included in the Faculty Handbook and is shared/clearly communicated during new teacher inservice week. Campus leadership meetings BOY, MOY, and EOY to track progress towards departmental goals and culture/climate routines. Effective systems/meeting schedule for administrator weekly meeting, observation and feedback cycles, PLCs, and Grade Level Team Meetings.	1.1
Continue hiring certified, content degreed teachers in all tested contents. System in place for hiring process with modeling of lesson and campus committee to select the best fit to match the vision, mission, and goals of the campus. Staff appreciation celebrations, treats, and events each six weeks. Strongest teachers serve on Campus Leadership Team to drive and sustain the changes and to build capacity campus-wide.	2.1
District curriculum implemented 100% campus-wide. Literacy is promoted and practiced in all contents. (Reading, writing, listening, and speaking) Strong tier 1 instruction/first teach is in place in all core classrooms. Supplemental resources are used for EIs and Sped students.	4.1

Implementation Year 3 and beyond		Essential Action
<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>		
Systems in place for Sustainability for- Effective Tier 1 Instruction, PLC Protocol, DDI, Aligned Professional Development Calendar, Walkthrough/Feedback Cycles with aggressive monitoring and assessing for progress.		5.1
Recurring Systems have been implemented and run in a continuous cycle each six weeks. (Instructional Planning Calendars, Weekly Lesson Plans, Formative assessments/demonstrations of learning, small group instruction) Campus Data Tracking Systems in Place for tracking teacher and student data on all district and campus assessments. Campus Database with all Math & Rdg data is created, trained, and implemented with ELAR & Math teachers. Common protocol for backwards planning, unpacking standards, analyzing data & student work, and reteach low standards/concepts and track for progress. Data conferences occur with students in RDG, MATH, and ELs		5.3
Conduct baseline walk at BOY using a culture rubric to identify current levels of student routines: morning, afternoon, lunch, recess, etc. Conduct additional culture walk MOY and EOY to track progress after implementing.		3.1
School vision and mission are revisited and revised to reflect alignment with district vision and student needs. System has been implemented to improve student routines for morning, afternoon, lunch, recess, etc. Campus vision is reflected in classrooms and hallways. High expectations are held by all staff.		3.1

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	\$ 540,000.00	2 Full-Time Instructional Coaches (1 Math/1 ELAR)
Professional Development	\$ 90,000.00	ESC 11 Capacity Builder
Supplies and Materials	\$ 15,000.00	Paper, Chart paper, markers, poster maker paper, etc.
Other Operating Costs	\$ -	
Capital Outlay	\$ -	