

Campus Turnaround Plan

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| District Name: | Superintendent: | DCSI: | Board President: |
| School of Excellence in Education | Sheilda Madkins | Sheilda Madkins | Patrick Britton |
| Campus Name: | Campus Number: | Principal: | Principal Supervisor: |
| Dr David C Walker Elementary | 015806106 | Andrea Hall | Sheilda Madkins |
| School Year Plan was Developed: | ESF Diagnostic Date: | ESF Facilitator: | Date of Board Approval: |
| 2019 | 05-08-2019 | Leslie Cooper | XXX |

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 | | | | | | | |
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| th clear roles and | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Implementation Level At Diagnostic</td> <td>Currently, our ILT consist of the principal and the Dean of Students. Each person is able to articulate their role and responsibilities. All teachers are supervised by the campus principal. Human resources provides each staff member with a detailed job description that outlines educational expectations and professional responsibilities. We are implementing T-P ESS for Administration evaluation and T-TESS for teachers . The principal and the Dean of Students have expectations around walkthroughs, observations, and data analysis and PLC meetings. Weekly staff meetings focus on PD, data analysis, and instructional planning although documentation is not evidenced. At this time, the ILT does not spend time consistently discussing instructional rounds, walkthrough or observation data although there is</td> </tr> <tr> <td>Planning for Implementation</td> <td></td> </tr> <tr> <td>Prioritized Focus Area from ESF Diagnostic?</td> <td></td> </tr> </table> | Implementation Level At Diagnostic | Currently, our ILT consist of the principal and the Dean of Students. Each person is able to articulate their role and responsibilities. All teachers are supervised by the campus principal. Human resources provides each staff member with a detailed job description that outlines educational expectations and professional responsibilities. We are implementing T-P ESS for Administration evaluation and T-TESS for teachers . The principal and the Dean of Students have expectations around walkthroughs, observations, and data analysis and PLC meetings. Weekly staff meetings focus on PD, data analysis, and instructional planning although documentation is not evidenced. At this time, the ILT does not spend time consistently discussing instructional rounds, walkthrough or observation data although there is | Planning for Implementation | | Prioritized Focus Area from ESF Diagnostic? | |
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| Planning for Implementation | | | | | | | |
| Prioritized Focus Area from ESF Diagnostic? | | | | | | | |

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| 1.1 Develop campus instructional leaders with responsibilities. | No | At this time, the ILT does not spend time consistently discussing instructional rounds, walkthrough or observation data although there is an ILT walkthrough reflection tool. The Principal does not have a calendar which is used to track walk throughs, observations or |
| | <u>Full Implementation: Vision</u> | |
| <p>At full implementation, the principal will have written protocols, processes, and procedures to systematically and consistently improve school leadership at Walker Elementary. These best practices will be the norm rather than the exception. Both the Principal and Dean of Students will have clear roles and responsibilities to more effectively and efficiently lead and manage the campus. The principal will have a weekly calendar which reflects observations, feedback, instructional planning meetings, PLC's and data meetings. In addition, the principal will tracking tools to document observation feedback cycles and data meetings. The DCSI will work with the principal to calendar and provide feedback for staff. They will also meet regularly with a focus on student progress, data, and recommendations for next steps. These meetings will include written agendas, minutes, and next steps that include follow up techniques. The principal will ensure that the T-TESS framework is followed. First, the principal will provide job embedded professional development to improve the performance of the Dean of Student by conducting walkthroughs accompanied by the Dean of Student to model what is being observed, debriefs will immediately follow. Weekly meetings will be held to discuss findings from the week, opportunities to improve, and next steps. Next, the Dean of Students will conduct walkthroughs separately from the principal and the two will discuss what they found to ensure consistency in reporting results. Additional duties of the Dean of Students include managerial roles of the campus in day to day logistical operations. The Principal will be evaluated using the T-PESS framework.</p> | | |
| 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. | <u>Current Implementation: Summary</u> | |
| | Implementation Level At Diagnostic | We do not currently have strong marketing or recruitment strategies at the campus or district level. Our hiring criteria is based on years of experience, content knowledge, and alignment to our mission and vision. The Human Resources Department works to help locate essential staff based on campus needs or recommendations. Although there is no formal induction process for new teachers, they are supported by veteran teachers. We place teachers in roles based on campus and student needs, content knowledge and personal preference if possible. Teachers in critical content areas are recognized at district meetings and eligible for stipends when available to support retention. We evaluate teachers using T-TESS and look for opportunities to give high-performing teachers leadership roles and professional development to enhance their educational growth. We have not created consistent systems or practices to support |
| | Planning for Implementation | |
| | Prioritized Focus Area from ESF Diagnostic? | |
| | No | |
| | <u>Full Implementation: Vision</u> | |
| <p>At full implementation, our campus, district, instructional leaders, and human resources department will have strong marketing and recruitment strategies in place that includes on-going relationships with UTSA, ESC-20, (Including the TOPP Alternative Certification Program at the ESC), and online job search engines to include the personnel services coop at ESC20, Teach for America, and Indeed to search for and attract qualified applicants. In addition, we will continue to use referrals from current teachers. The criteria for identifying high-performing and high-quality teachers (and substitutes) will be established prior to hiring and reevaluated on a quarterly basis as needed. This criterion will include potential applicants: Demonstrating content knowledge, sound belief that all students can learn, previous achievement results, and the personal desire to develop and grow. Teachers will have individualized personal development plans based upon their chosen T-TESS goals. A formal induction process will include: Introduction/use of grade level curriculum materials, shadowing like content/grade level teacher to visualize use of materials and campus processes and procedures, access to curriculum tools, meeting with principal to discuss expectations, and time to plan and classroom setup prior to entering assigned class. Teachers will be trained to become leaders by participation in Transformation Leader training at ESC20. To sustain the leadership growth, follow-up training on a quarterly basis will be provided by ESC20. An established substitute induction system will be in place to attract and retain high quality substitutes that includes: Preparing the substitute to fill the role of substitute - initial training by ESC20 prepare the substitute with knowledge of diverse students, the TEKS, and classroom management; in-house on-boarding to get introduction to campuses, and ongoing quarterly training and meetings to equip substitute to meet evolving challenges and the opportunity to express concerns or new actions needed to fulfill their role.</p> | | |

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| 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. | <u>Current Implementation: Summary</u> | |
| | Implementation Level At Diagnostic | Although all stakeholders were not involved in the initial meetings regarding the mission and vision, the campus team leaders and teachers revisited the campus mission and generated a new mission statement aligned with district values. Artifacts of the mission and vision are posted in classrooms, hallways, and shared spaces that reflect our campus expectations, rewards systems, and character education. Staff members are working to internalize the mission and vision in order to directly impact our students. There is some shared understanding of campus implied values - reducing student referrals, increasing student engagement, implementing consistent behavior expectations. We do have systems in place to ensure students are monitored at less structured times such as arrival, dismissal, lunchtime, etc. Student academic expectations are also posted in the classroom along with a daily agenda and lesson objective. Each day |
| | Planning for Implementation | |
| | Prioritized Focus Area from ESF Diagnostic? | |
| | Yes | |
| <u>Full Implementation: Vision</u> | | |
| At full implementation, all stakeholders, to include administrators, teachers, parents, and students will be continually involved in the campus mission and vision development/refinement. It has been a struggle to get parents to participate, yet parents will be given multiple oportunites (coffees, game nights, academoic nights,surveys, newsletters, etc.) throughout the year to develop or refine the mission and vission. A Student Advisory Council will be formulated to provide the students (one from each grade level) the opportunity to reflect upon the mission and vision, make real world connections to it, and how they relate to their day to day interactions at school, and make revisions to reflect the campus needs. All students and staff will be able to speak to and demonstrate through practice, procedures, and student interactions, the expectation of success for ALL students both academically and socially. Artifacts in the hallways and classrooms will display practices, policies, and expectations both academically and socially. Each classroom will have a student data tracking system and a positive behavior system. In addition, each studnet will have their individual data tracker to monitor their own progress. Surveys will be conducetd to monitor and measure progress on both studnet and staff climate to increase the opportunity for a positive and safe learning community. | | |
| ned to TEKS with a year-long uence. | <u>Current Implementation: Summary</u> | |
| | Implementation Level At Diagnostic | TEKS resource system is utilized in all core content areas, additionally the math scope and sequence is set by the Math Investigations curriculum. Math instruction is content-focused with embedded professional development every six weeks to roll out the TEKS, discuss student misconceptions, and review best practices. ELAR staff are supported by Lead4Ward with embedded professional development throughout the year. The YAG is organized for each content area and should be posted in each classroom. Adjustments are made to the YAG to allow re-teaching and re-assessing that is properly documented in the grading system. The dates for our Interim Assessments are on our year-long calendar and we have the Interim Assessments and benchmarks calendared throughout the year. We use sample STAAR questions and other similar questions to build our assessments (common assessments). Teachers also use an Instructional Focus |
| | Beginning Implementation | |
| | Prioritized Focus Area from ESF Diagnostic? | |
| | NO | |
| <u>Full Implementation: Vision</u> | | |

4.1 Curriculum and assessments align scope and seq

At full implementation, each core content teacher utilizes the TEKS Resource System with fidelity. Teachers will be provided additional resources and professional development to support their English-Learner students, as well as, students with disabilities. PLC protocols are used consistently. Common assessments (aligned to the rigor of STAAR) are administered at least 3x a year for all STAAR tested courses. These assessments include STAAR released questions, as well as other questions that are aligned to the level of rigor of STAAR from Eduphoria and other test bank resources. Mastery will be tracked on each assessment. Our campus-wide calendar will allow for quarterly content planning days for each department (and our special education teachers as well) - during which they will internalize the upcoming units and materials provided. We will provide ongoing training to our staff, especially in terms of strategies for English-Learners, students with disabilities, and data analysis.

5.1 Objective-driven daily lesson plans with formative assessments.

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| <u>Current Implementation: Summary</u> | |
| Implementation Level At Diagnostic | We use the district wide curriculum management and lesson planner (Forethought) in Eduphoria to house our lesson plans. The district designed lesson plan template includes content objective, TEKS, criteria for success, ELP, differentiation, vocabulary, essential questions, 5E Model for instruction to include "Do Now" activity and closing activities, higher order questions to use during the lesson and 21st Century skills incorporated. Results, reteach, and intervention are a part of the Teacher reflection component. Lessons plans are aligned to our curriculum scope and sequence with a daily objective that is aligned to the standard. Each classroom posts the daily objectives and teachers reference it at the start of each lesson. Lessons plans are expected to be submitted weekly. Using the lesson plan template has provided consistency in teacher planning. Teachers are having discussions about the criteria for success for the lesson that they are |
| Planning for Implementation | |
| Prioritized Focus Area from ESF Diagnostic? | |
| Yes | |
| <u>Full Implementation: Vision</u> | |
| At full implementation, all teachers will submit weekly lesson plans on Thursday morning, one week in advance. These lesson plans would include the 5E Model (ELAR has separate template) for instruction with opening and closing activities. Also included would be the criteria for success and the teacher reflection section to guide decisions for re-teaching and re-assessing students. Lesson plans would also include sections to include differentiation, vocabulary, and the higher order questions used during the lesson. Most importantly, each lesson would be submitted with a formative assessment, teacher exemplar, and student exemplar. The lesson plans would align to our current YAG and scope and sequence. Teachers would receive actionable feedback aligned to the plan prior to instruction. PLC's will include time to review and disaggregate data, identify trends in data, identify student misconceptions, and create plans to re-teach. | |

Current Implementation: Summary

5.3 Data-driven instruction.

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| Implementation Level At Diagnostic | Professional Development time is scheduled in the summer for all content areas to analyze STAAR data, deconstruct the TEKS, and review the YAG. Teachers and leaders are familiar with using item-level analysis to prioritize lessons. Our data meetings currently do not involve creating teacher or student exemplars. We are beginning implementation with plans for re-teaching and documenting the re-assessment in our grading process. Teachers are learning to use data walls to track student progress and make data-based decisions regarding re-teaching and intervention. The assessment calendar includes time for data analysis but the campus must focus to ensure protected time for review and reflection. There is no active Teacher coaching model in place for DDI. Professional development for using PLC protocols has been provided for the teachers to help support data analysis processes. |
| Beginning Implementation | |
| Prioritized Focus Area from ESF Diagnostic? | |
| Yes | |
| <u>Full Implementation: Vision</u> | |
| <p>At full implementation, our campus will be data driven focused. We will have protected time built into the master schedule time after each benchmark and interim assessment to create action plans based on the data that include re-teaching for skills/standards/students that have not yet shown mastery. We will have weekly data meetings where teachers are able to meet in teams and analyze their most recent data (whether it be from an exit ticket, unit test, or more summative form of data). These data meetings will be initially ran by the Principal with a gradual release to the teachers. The PLC data analysis protocol will allow teachers to analyze data, identify the misconceptions, and plan for effective re-teach. Classrooms will track and display all assessment data to motivate students to set and work towards the achievement of personal goals. The students will have their own personal data trachers to monitor progress towards their goals. After each benchmark and or Interim assessment, campus leadership will meet and discuss data and consider who needs help and in what areas. Feedback to teachers will be provided overall to the team during the weekly staff meetings. Individual meetings will be held with each teacher to determine their strengths, weaknesses, and instructional strategies to modify instruction to meet individual student needs.</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 the tools and resources for curriculum, instruction and assessments, an annual academic calendar that includes school-based professional development days aligned with the needs of the campus and allows time for data driven reflection and supports effective instruction by protecting this time and instructional time and continues to provide standards aligned GVC and the district (Essential Action 2.1) recruits, selects, assigns, inducts, and retains a full staff of highly qualified educators, **then** the campus will be able to establish a strong culture with aligned mission, vision, and values and support Essential Action 3.1 guiding the campus to provide a safe environment with high expectations, strong instructional practices (effective high quality lesson plans aligned to student learning objectives, PLCs, teacher feedback, quality assessments, reteach processes) based on data and have continuous professional growth for campus leaders and staff supporting all of the Essential Actions especially 5.1 and 5.3.

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 aim to build capacity in data driven instruction (DDI) for all teachers. This includes Professional development in: Unpacking the standards and analyzing the alignment of the standards to assessment items and how to adjust instructional delivery based on data results. Teachers will receive professional development on: 1. Analyzing the data and creating understanding of how to identify the gap between what the students show and what they need to know using the ESC13 Data Analysis Protocol and 2. Making informed lesson decisions to fill the learning gaps. | ESC20/ESC13/Lead4Ward /Contracted math consultants/Internal | 2020 | Year 1: Campus instructional leaders and core teachers receive professional development, coaching, and ongoing support in DDI process, how to review and monitor data to determine student progress to include unpacking the TEKS and the alignment of the standards to assessments (TEKS Resource System), planning for reteach by contracted coaches on a recurring basis and use of the data analysis protocol (ESC13). Introductory training begins in the summer of 2019 and is continuous throughout the year for EC- 12). All teaching staff will receive ongoing professional development from leadership (using Region 13 Data Analysis Protocol) to be used individually and in weekly data meetings and PLC's throughout the year to develop and strengthen DDI. Summer: Analysis of STAAR data begins using analysis protocol Year 2: ESC20 will be contracted to provide continuous DDI training/coaching | 4.1, 5.3 |

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| <p>We want to create a system for regular feedback on our teachers' lesson plans. We will create strong protocols so that our teachers consistently receive meaningful feedback on their plans so that instruction will result in increased student outcomes.</p> | <p>ESC20/Lead4Ward /Internal Capacity Builders</p> | <p>2020</p> | <p>Year 1: 1. District will provide lesson Plan Review Protocol that aligns with the success criteria outlined in Essential Action 5.1 for a lesson plan, to include: objective driven lesson plan with formative assessment, 2. All teaching staff receive professional development on protocol that will be used to review lesson plans and apply knowledge to their own lesson planning. 3. Principal frequently conducts individual lesson plan feedback and support with teachers and provides examples of trends in the focus areas in weekly PLC's/staff meetings, and 4. Teachers will engage in peer lesson plan review during PLC's to gradually gain planning skills and the ability to create quality lesson plans that result in increased student performance.</p> | <p>5.1</p> |
| <p>To hire and retain the best teachers, we will build capacity by hiring high performing staff and creating teacher induction/ mentor committee that will support new teachers and substitutes. This committee will identify general areas of staff development for new teachers. Substitues will revceive professional development from</p> | <p>Internal Capacity Builders</p> | <p>2021</p> | <p>The campus and district leadership will design a plan to provide intentional and targeted support to new teachers and staff. Campus surveys, teacher interviews and other climate data will be used to develop the action steps of this plan to begin in spring of 2020, with implementation of 2021</p> | <p>2.1, 3.1</p> |
| <p>A system of processes and procedures will be developed to support the campus leader to effectively lead a small campus while growing new teacher leaders through Professoanl Development (ESC20 TLI) and job embeded taskings.</p> | <p>Internal Capacity Builders, ESC20</p> | <p>2020</p> | <p>1. Develop clearly defined roles and responsibilities for leadership 2. Develop Principal calendar and tracking tool to reflect protected time for observations/feedback, 3. Implement protocols for PLC's and data meetings to include agendas and meeting notes, 4. Introductory Professional development in leadership for campus</p> | <p>1.1, 5.3</p> |
| <p>We want to build a culture for learning and develop a positive culture in each classroom.</p> | <p>ESC 20</p> | <p>2020</p> | <p>The campus will be trained (face to face and ongoing site visits) in the Get Better Faster approach. Each teacher will use Aggressive Monitoring to Positive feedback to ensure student mastery of content and student success. Pricipals will monitor teacher ans studnetuse which will be reflected in walkthrough documentation and used by principal for</p> | <p>3.1, 5.1</p> |
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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> |
|---|-------------------------|
| Review data and ensure alignment of the campus vision, mission, values, expectation and policies | 3.1 |
| Evaluate and upate protocols to facilitate consistency in what we do (lesson plan template, Lesson Plan Review Protocol, Data Analysis Protocol) | 5.1 |
| Campus leader review disssgrated data, track and monitor all students, Plan campus based PD calendar with ample time to address focus of data analysis, DDI, | 5.3 |
| Provide administrator and teachers leadership professional development in adult learning facilitation and team dynamics | 1.1 |
| <u>Implementation Year 1</u> | <u>Essential Action</u> |
| Continue to focus on use of Getting Better Faster strategies to ensure school culture demonstrates a commitment to high-expectations for all students, staff, and families. Gather data throughout the year from student, staff, and families | 3.1 |
| Using the updated lesson plan review protocol for consistency and systematic review, principal continues to evalaute lesson objectives for alignment to standards, | 5.1 |
| Campus continues to facilitate effective PLC's where teachers are able to participate in the process of analyzing data, identifying misconceptions, and identifying what to re-teach, spiral, and who to RTI. | 5.3 |
| Substitutes are recruited, trained, and retained , teacher Induction/mentor committee identifies general areas of professional development for new teachers, identify campus mentors, partners with HR to defind high qulaity teacher attributes desired, and devise a plan to recognize high performing teachers | 2.1 |
| <u>Implementation Year 2</u> | <u>Essential Action</u> |
| Follow-up teacher leader professional development to enhance the leadership capacity of our teacher leaders in everyday decision making | 1.1 |
| New teachers are assigned areas of profesional development as identified by the induction comittee, and high performing teachers from previous year are recognized | 2.1 |
| Review and update protocols used for lesson plans, lesson plan reviews, and data analysis as deemed appropriate by student performance data | 5.1 |
| Campus continues to facilitate effective PLC's led by the teachers. analyzing data, identifying misconceptions, and identifying what to re-teach, spiral, and who to RTI | 5.3 |
| Train new staff on Get Better Faster strategies and revise and reinforce strategies with existing staff based upon previous year results to continue the focus of high expectations for all students, staff, and families | 3.1 |
| <u>Implementation Year 3 and beyond</u> | <u>Essential Action</u> |
| <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> | <u>Essential Action</u> |
| Sustainability of roles and responsibilities of principal and DOS is assured through the continued and consistent use of established protocols and schedules | 1.1 |
| HR continues to assign substitute training to newly hired substitutes and use the established high quality teacher attributes in future hiring, and continued | 2.1 |
| Review climate and culture data to revise and reenforce Get Better Faster strategies to continue the focus on high expectations for students, staff, and families | 3.1 |
| Continue the use of the TEKS Resource System, a curriculum with scope and sequence, aligned standards to TEKS, and assessments. Train new teachers on the use | 4.1 |

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| Sustainability of roles and responsibilities of principal and DOS is assured through the continued and consistent use of established protocols and schedules | 5.1 |
| Sustain consistency in data driven instruction by principal consistently reviewing disaggregated data to track and monitor all students and providing regular feedback | 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 | \$ 8,000.00 | Stipends for extras duty |
| Professional Development | \$ 25,000.00 | TLF, DDI. PLC, Data Analysis. Differentiation |
| Supplies and Materials | \$ 1,000.00 | Vision, Mission, Values |
| Other Operating Costs | \$ 1,000.00 | NA |
| Capital Outlay | \$ - | NA |

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

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. |
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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 |
|-----------------------------------|-----------------------|---------------------|------------|----------|-------|
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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 |
|-----------------------------------|-----------------------|---------------------|------------|----------|-------|
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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 |
|-----------------------------------|-----------------------|---------------------|------------|----------|-------|
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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 |
|-----------------------------------|-----------------------|---------------------|------------|----------|-------|
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Year 2 - Implementation: District implements reassignment with fidelity

| Critical Implementation Milestone | Milestone Description | Acceptable Evidence | Start Date | End Date | Notes |
|-----------------------------------|-----------------------|---------------------|------------|----------|-------|
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After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.

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. |
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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 |
|-----------------------------------|-----------------------|---------------------|------------|----------|-------|
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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 |
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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 |
|-----------------------------------|-----------------------|---------------------|------------|----------|-------|
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Year 2 - Implementation: ACE Implementation Fidelity

| Critical Implementation Milestone | Milestone Description | Acceptable Evidence | Start Date | End Date | Notes |
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After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.

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. |
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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 |
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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 |
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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 |
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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 |
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Year 1 - Planning Phase 5: Transition - Support transition planning for schools

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

| Critical Implementation Milestone | Milestone Description | Acceptable Evidence | Start Date | End Date | Notes |
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After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.

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. |
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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 |
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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 |
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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 |
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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 |
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Year 1 - Planning Phase 5: Transition - Support transition planning for new schools

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

| Critical Implementation Milestone | Milestone Description | Acceptable Evidence | Start Date | End Date | Notes |
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After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.

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. |
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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 |
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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 |
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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 |
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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 |
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Year 1 - Planning Phase 5: Transition - Support transition planning for schools

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

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