Campus Turnaround Plan

Campus Information

District Name:	Superintendent:	DCSI:	Board President:
Brownwood ISD	Joe Young	Liesa Land	Michael Cloy
Campus Name:	**Campus Number:**	**Principal:**	**Principal Supervisor:**
East Elementary	025902101	Dee Dee Wright	Liesa Land
School Year Plan was Developed:	**ESF Diagnostic Date:**	**ESF Facilitator:**	**Date of Board Approval:**
2019	10-10-2019	Michael Bohensky	02-10-2020

Turnaround Method

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

Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	☑
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	
1.1 Develop campus instructional leaders with clear roles and responsibilities.	Implementation Level At Diagnostic	Artifacts don't show many written roles beside job descriptions. The leadership team consists of elementary principal and RTI coach that provides instructional coaching to teachers. There was evidence of memos and communication provided. The expectations for reviewing data was verbally expressed but no calendar provided. Many of the protocols and expectations were great but no written protocols establishing morning procedures. No professional development provided; however, discussion about choosing embedded professional development was very meaningful in regard to centering around student outcomes.
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	Principal and RtI director meet when needed. Agendas provided. The sustainability of practice needs planning documents to help ensure the vision and provide clear expectations for all staff.

Full Implementation: Vision
We will continuely update documents reflecting the roles and responsibilities of all ILT members. The document will include clear roles and responsiblilites with timelines to meet leadership goals.   We will have a weekly calendar that shows a scheduled time for observation/feedback cycles for teachers, data meetings and PLC's. Our tracking tool, staff data notebooks, will include student data analysis and next step instruction and interventions as part of each meeting. Principal will continue to improve campus leaders during scheduled weekly meetings. Principal will include best practices for adult learning during weekly ILT meetings. DDI and Action Coaching will be the key leverage actions the principal implements with the ILT. ILT members will have opportunities to lead grade level PLC/data meetings based on deliberate modeling by the principal; feedback will be given to ILT within two daysof grade level meetings to ensure continuous improvement for all ILT members. Agenda's for first semester PLC/data meetings will include ILT responsibilities and principal responsibilities for each meeting based on the ILT member capacity. By second semester, all ILT members will be fully reponsible for leading grade level PLC/data meetings with the principal as facilitator. Weekly ILT meetings will continue to reflect on quality leadership practices, but the majority of time will be focused on student progress based on formative data due to ILT level of leadership skills.

	Current Implementation: Summary	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	Implementation Level At Diagnostic	Artifacts indicate hiring committees and prepared questions being used. Recruiting artifacts include job fair information.
		Not evident in artifacts but articulated in interviews.
	Beginning Implementation	Artifact provided a framework for establishing hiring criteria. Hiring practices have changed over the past ten years according to the teacher focus group.
	Prioritized Focus Area from ESF Diagnostic?	Campus leadership was active in some of the hiring practices. District has established a protocol for selecting quality staff.
	No	Teacher expertise and skills have been utilized to provide quality staff in key areas. 3rd Grade ELAR, Kindergarten PLCs observed and led by teachers. Strength of teachers evident.

Full Implementation: Vision
At full implementation, campus and district will work together to identify targeted resources to recruit highly qualified candidates (HPU, ESC, online tools) with ongoing and recurring relationships. ILT members and grade level teachers will be involved in the recruitment and selection of staff. Campus protocol will include a definition of a high-quality candidate, selection criteria, and other processes that align to the campus vision, mission and goals. Candidates will demonstrate content knowledge based on a modeling format and a written summary of core insturctional beliefs that includes their personal professional development plan. Campus strategies to retain high-performing staff will include leadership opportunities, recognition, and support for educational advancement. ILT members will be assigned as mentors for new staff. Scheduled meetings for mentors to support new staff will be included on the campus calendar. Campus will implement a plan to reward teachers for excellent attendance. ILT will seek out retired teachers and other quality substitutes that will be first contacts for teachers. All staff will have a Substitute Resource Notebook that includes essential information for a substitue to have a successful day (school map, student list, seating chart, daily schedule, grade level support contact, special need students, school emergency plans, and detailed lesson plans).

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**Current Implementation: Summary**	
	Implementation Level At Diagnostic	The campus vision was posted on the door and hallways. Teachers in the focus group are active in making the vision a reality. Teachers all witnessed exhibited positive attitudes in regard to student expectation. One teacher PLC revealed that students (3rd) were struggling in math. Sharing expectations for students was evident. Teachers posted vision.
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	

Full Implementation: Vision
At full implementation, the mission, vision, and values of the campus will include authentic collaborative involvement such as Site Base meetings, student programs, class parties, and recognition events. Surveys for parents, staff and students will be based on climate assessment and will be distributed at least two times during the year. A committee made up of staff, students, and parents will review outcomes of surveys to celebrate successes and address concerns by refining the campus mission and vision. Administrators and teachers will demonstrate high expectations of postsecondary success through asset-based language (morning announcements, motivated procedures and verbage). At each staff meeting the principal will include artifacts that support the school culture of success; teachers will keep artifacts in a "teacher journal".   Principal and team leaders will refer to the journals at grade level meeting to build ownership in campus values. Staff will be encouraged to share celebrations that reflect campus values as an introduction to each meeting.

	Current Implementation: Summary	
Implementation Level At Diagnostic	TEKS Resource is used and teachers show evidence of using resource.	
Beginning Implementation	Assessment building and disaggregation is underway. This process has been started at the beginning of the year. Written protocols and procedures were not evident; however, the process has been started.	
Prioritized Focus Area from ESF Diagnostic?	The campus has a multitude of resources. Training to utilize the resources was discussed as a possible frustration with some resources, namely Fountas and Pinnell reading adoption. The vertical alignment past 3rd grade was not researched.	
Yes	Teachers were using resources with fidelity upon classroom observation and according to artifacts provided.	

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

Full Implementation: Vision
At full implementation, TEKS Resource will be used with fidelity to ensure alignment with TEKS. Three cumulative assessments will be administered each year based on the District Assessment Calendar, two of which will be STAAR release tests. A corrective instrucitonal time will be included on the district calendar after each cumulative assessment. . A calendar for common assessments and nine week assessments will be in place and all assessments will be aligned to standards at the rigor of STAAR. The ILT will provide a written list to teachers of recommended resources, including resources designed to meet the needs of struggling learners. Grade levels and special program staff will have an opportunity to review materials and request additional materials or implementation support at EOY PLC meetings.   The campus calendar will be dedicated to professional development focused on curriculum and quality resources with an emphasis on Fountas and Pinnell guided reading instruction. The targeted date of professional development will be prior to school starting.

	Current Implementation: Summary
Implementation Level At Diagnostic	Lesson plans are turned in weekly and feedback is provided by the principal. The feedback is valued by teachers. No written lesson plan procedure was provided but the expectations is understood. Academic feedback is provided for lesson plans to all teachers.
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

5.1 Objective-driven daily lesson plans with formative assessments.

Full Implementation: Vision

At full implementation, the principal will create written lesson plan procedures that outline expectations. Expectations will include a clear objective, opening activities, pacing, instructional activities (with differentiation) and a formative assessment with an exemplar response. The principal will stress the importance of clearly defined TEKS aligned goals that meet the needs of all learners. Teacher will be expected to include points to check for understanding throughout the lesson, and plans to address misconceptions. Resources, vocabulary, and exemplars that reflect mastery goals will be included in plans. The principal will evaluate lesson plans and provide actionable feedback before lesson execution based on alignment to standards, scope and sequence, and the expected level of rigor. Feedback will include at least two actions that will have the greatest impact on student learning. Teachers will repond to feedback with an updated plan before execution of the lesson. Classroom observations will provide an avenue to check for fidelity of execution to lesson plans.

	Current Implementation: Summary	
5.3 Data-driven instruction.	Implementation Level At Diagnostic	Data is tracked after each CBA and Dibels. Data disaggregation information was not seen. RtI Coordinator discussed in detail the process for aligning groups after progress monitoring. 3rd grade PLC was discussing grouping students for supplemental instruction. The Formative Loop was witnessed that revealed differentiated instruction being used in math class.
	Partial Implementation	Dicussion PLC and agendas addressed misconceptions and how to reteach certain phonemic awareness rules.
	Prioritized Focus Area from ESF Diagnostic?	Time in the schedule is built in to have teachers meet in PLC groups once a week and discuss data and planning.
	Yes	Student progress charts were visible in all classrooms and hallways to indicate progress as a group.

Full Implementation: Vision

At full implementation, our campus will be data-driven in all aspects. During ILT meetings, campus leaders will review data from formative and cumulative assessments to monitor all students. The goal of the ILT will be to identify key factors that influence student successes and struggles so that feedback to teachers is evidence-based and supports instructional growth. A calendar will reflect grade level meetings that will be held after unit assessments to disaggregate and review data in order to make data informed decisions that include reteaching of high leverage standards. Data meetings will be led by the principal but lead teachers will be encouraged to guide the meetings so the principal will move to the role of a facilitator. The data meeting agendas will reflect unpacking standards and creating exemplars, identifying gaps, reteaching plans and practice, and a follow-up reassessment date. Teacher and student exemplars will guide planning to address student error and misunderstandsings. Common planning time will be built in to the master schedule for team meetings to address student data, instruction, and learner needs. Student progress charts will be visible in the classroom and throughout the school to foster student ownership, goal setting, and continual progress. Campus goals will be displayed in the cafeteria and will be updated after each cumulative assessment. Celebrations will occur during campus daily morning meetings in the cafeteria.

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 prinicpal supervisor provides regular coaching to the prinicpal on the ESF, DDI, and Results Coaching, along with a partnership with curriculum leaders and consistent input on the hiring process, then the principal will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities that include strategies to support and retain quality staff.

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 our campus leaders around DDI. DDI training will include processes and incorporating strong weekly data meetings into our practice. The district will provide an assessment calendar which includes CBAs and benchmarks which include dates for data analysis.	ESC 15, DDI Cohort	2020	Year 1: The district will train administrators during the summer and implement through the 2020-2021 school year. Coaching and ongoing support will be provided through ESC 15 and district leaders. The Region 15 DDI cohort will meet 3 times during the year. Campus leaders and RtI will meet with a focus on grade level assessments and curriculum aligned with	5.3, 1.1, 4.1
Written expectations and accountability will be communicated for lesson plan submission. Providing written clarity on lesson plan submission and providing precise and bite-size 1-5 pieces of feedback per daily lesson focused on teacher actions that would have the greatest positive impact on student learning in time to make changes before lesson delivery.	ESC 15, Lesson Plan Cohort	2020	Year 1: We will partner with the district and ESC 15 in creating new processes and protocols for lesson planning. The principal supervisor and ESC 15 will provide ongoing coaching to support the principal and ILT in this process.	5.1, 1.1

Grade leve teachers will be involved in the recruitment and selection of staff. Strategies will be in place to present the school as an attractive place to work. Campus protocol will include a definition of a high-quality candidate. Candidates will demonstrate content knowledge and willingness to learn and develop. Through T-TESS individual professional development	Campus and District Administration	2021	Year 2: We will partner with the district to implement protocol for the hiring process. The grade level teachers will be trained in the recruitment protocol.	2.1
We will continue to fully implement the mission, vision, and values of the campus will include authentic collaborative involvement such as Site Base meetings and surveys for parents, staff and students. Administrators and teachers demonstrate high expectations of postsecondary success through asset-based language (morning announcements	Campus Site Base, Campus and District Administration	2020	Year 1: Stakeholders will be engaged in anually refining campus mission, vision, and values. Student artifacts and individual goals will ensure asset-based language from teacher to students with a focus on growth performance.	3.1

Critical Implementation Milestones

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

Pre-Implementation	Essential Action
Ensure budget and calendar allow for DDI Cohort participation	5.3
Staff development with a focus on Fountas and Pinnell along with additional content focused PD that is linked to the TEKS Resource System.	4.1
District assessment calendar for common assessments and nine week assessments. Quaility instructional materials will be in place to support all learners.	4.1
Lesson Plan Cohort participation with Region 15	5.1
Implementation Year 1	**Essential Action**
DDI implementation; year long calendar of data meetingsto be held after unit and nine week assessments. Teacher and student exemplars with guide planning and reteach	5.3
Lesson Plan implementation; lesson plans turned in weekly as outlined by written procedures which include supportive feedback.	5.1
Implement campus mission, vision and values that include authentic collaborative involvement of all stakeholders including students, teachers, parents, and community.	3.1
ILT and teacher leaders will have clear roles and responsibilities with focus on instructional leadership; opportunities to lead PLC's and data meetings will be provided.	1.1
Implementation Year 2	**Essential Action**
Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff	2.1
ILT will be involved in recruiting and selecting staff based on candidate strengths, content knowledge and willingness to suppor the campus mission and vision.	2.1
All campus stakeholders will have a shared ownership for student success based on challenges that ensure students leave with a college and/or career readiness mindset. 3.1	3.1
Instructional materials will be implemented in all classrooms with fidelity with a focus on specific materials to meet the needs of struggling learners.	4.1
Data meetings will include unpacking standards to ensure all staff can identify key conceptual and procedural gaps between student work and exemplars. Practice of reteach	5.3

Implementation Year 3 and beyond	Essential Action
Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation. *A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.*	
Our campus will be data-driven in all aspects. The principal will be a facilitator of data meetings while teachers regularly speak in terms formative student data, effective	**5.3**
Lesson plans will be based on outcomes of data meetings; objectives, activities, time allotments, and differentiated paths will be TEKS aligned and meet the expected level of	**5.1**
Our campus will partner will the district curriculum team to ensure materials and PD are high quality, are delivered in a timely manner, and meet the needs of all staff and	**4.1**
Our campus will consistently assess climate indicators through surveys, parent involvment, student experiences, and staff collaboration.	**3.1**
Our campus will be seen in our community as an attractive place to work; we will partner with the district to hire quality teachers.	**2.1**
Documents are in place that reflect the roles and responsibilities of ILT. ILT members use the campus calendar, agendas, and tracking tools to emphasize data analysis and	**1.1**

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	$ 50,000.00	Instructionial Coach
Professional Development	$ 5,000.00	ELAR PD
Supplies and Materials	$ 1,000.00	Resources
Other Operating Costs	$ -	
Capital Outlay	$ -	

School Action-Reassign

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

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

School Action Planning Milestones

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

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

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

Year 1 - Planning Phase 2: Develop - Develop and finalize plans for student reassignment					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Approve and finalize plans and goals for student reassignment to new schools					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Transition - Support transition planning for students and schools					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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

School Action-Restart: Turnaround Plan

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

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

School Action Planning and Implementation Milestones

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

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

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

Year 1 - Planning Phase 2: Develop - Develop policies and systems for implementing ACE					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Transition - Support transition planning for ACE model implementation					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

Year 2 - Implementation: ACE Implementation Fidelity					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

School Action-Restart: Partner Managed Plan

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

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

School Action Planning Milestones

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

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

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

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

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

Year 1 - Planning Phase 3: Recruit for Call for Quality Schools - Recruit and cultivate education leaders and organizations to implement school actions					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Authorize - Finalize plans for partnerships/new schools and execute contracts					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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

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

School Action-New School: District Managed Plan

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

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

School Action Planning Milestones

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

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

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

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

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

Year 1 - Planning Phase 3: Recruit - Recruit and cultivate education leaders and organizations to implement school actions					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Approve - Approve and finalize plans and performance agreements for new schools					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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

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

School Action-Restart: Partner Managed Plan

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

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

School Action Planning Milestones

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

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

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

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

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

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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

Year 1 - Planning Phase 4: Authorize - Finalize plans for partnerships/new schools and execute contracts					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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

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