Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
Ector County ISD	Dr. Scott Muri	Alicia Press	Dr. Donna Smith
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Burnet Elementary	068901104	Marissa King	Alicia Press
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	28-10-2019	Pam Hailey	

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

roles and	Implementation Level At Diagnostic	The instructional leadership team has implemented clear, written, and measurable roles and responsibilities for each member of the team. Since September 2019, the ILT has been meeting on a weekly basis. Agendas for these meetings are sent out one week in advance
	Partial Implementation	although the times are calendared in Outlook for the entire academic year. The team uses this time to study a variety of topics including: CIP/TIP evaluations/enhancements, data disaggregation, and coaching planning. The ILT would benefit from using written protocols and

1.1 Develop campus instructional leaders with clear responsibilities.	Prioritized Focus Area from ESF Diagnostic? **No**	processes to facilitate the agenda items. At this time, there is not a systematic process for observation/feedback cycles for the ILT. Since the observation/feedback process is relatively new, the team calibrates the cycle for teachers together as a unit.

Full Implementation: Vision
At full implementation, the campus will have a singular updated document that outlines the roles and responsibilities for ILT members. This documents will be revisited/updated on a regular basis and will include a rubric or scale to evaluate exemplary performance. In addition, goals will be created, reviewed, and measured in short increments to ensure the team is on pace to meet larger targets. Observation/feedback cycles will be trained and implemented on behalf of the entire campus. This cycle will be completed weekly for every instructional staff member. The ILT will work diligently to rotate the coaching calendar to ensure data/teacher need is guiding the process. An observation/feedback log will be updated weekly by all ILT members in order to track teacher action steps and ensure progress is being made. In addition, the campus principal will provide strategic and regularly scheduled job-embedded professional development for ILT members. This professional learning will include deliberate side-by-side modeling/coaching in addition to participation in the observation/feedback process. Teacher leaders will be identified and coached in order to grow a strong pipeline of teachers that can lead PLCs and facilitate DDI conversations. All agendas and notes from PLC meetings will be kept in grade level binders. PLCs will be seen as a critical meeting time that support student outcomes and develop strong instructional practices.

Current Implementation: Summary		
ain a full staff of highly qualified s.	Implementation Level At Diagnostic **Planning for Implementation** Prioritized Focus Area from ESF Diagnostic? **No**	The district attends job fairs throughout the state in an effort to recruit high-quality teachers and leaders. The Burnet administration attends all district job fairs but has been relatively unsuccessful in this area. There is no set criteria and/or interview questions that are systematically used at the campus level to recruit talent. Humanex/Ventures questions are asked at the district level and are shared with the campus leaders for some applicants. Criteria-based profiles need to be established that demonstrates and defines the content knowledge, skill, and alignment to the campus vision/mission/goals that is needed for each role on campus. Teacher placements are based on the student need but typically result in "burn-out" of the most skilled staff members. The campus has been operating the past three years without being fully staffed.

Full Implementation: Vision

2.1 Recruit, select, assign, induct and ret educator	At full implementation, the campus will be fully staffed with high-quality teachers and leaders. Teacher placements will be strategic- based on student need and teacher strength. The campus will recruit using specific criteria and questions that are well defined and are aligned with the vision, mission, and goals of the campus. Campus leaders will implement targeted and personalized strategies to support and retain staff- particularly for those that are high performing. Teacher leaders will be identified and leadership training will occur. The teacher leaders will be supported through coaching, PLCs, and professional learning in order build capacity throughout the classroom and building. Instructional rounds will take place so underperforming teachers are exposed to highly effective instructional practices. The substitute fill rate will dramatically increase as preferred substitutes will be recruited and retained through strategic efforts designed by the campus.

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 staff handbook has a vision and mission stated but the school community does not share a common understanding of it in practice. The mission and vision are not posted in classrooms or throughout the school, but the campus theme is publicized and more pronounced. Many staff members can articulate annual campus academic goals as they are reviewed in PLCs and staff meetings on a regular cadence. Systems are in place to ensure that students are monitored during less structured times such as arrival, dismissal, lunchtime, etc. The campus would benefit from a culture playbook that clearly defines expectations for all routine time blocks/practices throughout the day. An end of the year survey is given to parents and teachers and the survey data is used by the ILT to drive changes for following year. At this time, there is no clear system in place to share survey data with staff and parents. Student, family, and staff handbooks have been created but they do not serve as the basis for foundational behavioral practices. The campus implements
	Beginning Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	
		**Full Implementation: Vision**
		At full implementation, a revision of the school's mission, vision, and values will be created that involves the staff, students, and community in it's design. The mission, vision and values will be prominently displayed in classrooms, shared spaces, and common school areas. All stakeholders will be able to speak to these guiding documents as they will drive our daily operations. All handbooks will be updated to clearly define expectations...including a written culture playbook that outlines specific student/teacher actions. At all times, students and staff members will respect one another as it is part of the established school culture. Expectations will be trained, modeled, practiced, and evaluated heavily the first six weeks of school and will not stop until the rubrics indicate full implementation. A culture rubric will be used during regular ILT walkthroughs to evaluate implementation and effectiveness of the culture playbook . Regular surveys will be distributed to stakeholders and will be analyzed and shared with staff, students, and the community. In addition, the campus will drive toward college and career readiness by deliberately training scholars on soft skills, rigorous goal setting/goal attainment, and measuring classroom activity (questioning, discourse, labs, projects, worksheets) to a college-ready bar. Our campus will be a positive and inclusive environment; and expectations will be held high for all staff and students.

ope	**Current Implementation: Summary**

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Implementation Level At Diagnostic	The District currently uses TEKS Resource System as our primary curriculum. TRS (and HMH for ELAR) provides us with a full scope and sequence, and IFDs that clarify each unit of study. The number of days for each unit is clearly mapped out, and units end with a 7-10 question short cycle assessment that is made directly from STAAR released tests (as subjects allow.) There is little autonomy in the scope and sequence, but the campus can do a better job driving the reteach efforts as these are not currently built into the curriculum guides. All of the curriculum documents are of high quality, and assessments are fully aligned to STAAR. The largest hindrance in this area is that across the campus, teachers are using supplemental materials and instructional practices that are not aligned to the standards or assessments. Significant work in this area is needed.
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	

Full Implementation: Vision
At full implementation, scope and sequence documents will include not only unit planning, but also reteach/reassessment timelines, too. Each core content area will be provided with suggested, vetted and aligned instructional materials that include clear opportunities for aligned independent practice. These materials will include resources intentionally designed to meet the needs of ELs, students with disabilities, and other targeted student groups. The district will provide teachers with ongoing professional development on how to select aligned instructional materials, followed by high quality instructional coaching. Common assessments will occur at the conclusion of each unit and data will be analyzed and tracked within one week. Student progress will be communicated to both the parents and students after each unit. The campus will utilize a professional development calendar that operates on a two-year cycle. This calendar will include not only the formal PL days, but also a timeline for job-embedded PD and follow-up.

Current Implementation: Summary		
s with formative assessments.	Implementation Level At Diagnostic	Teachers submit lesson plans weekly and campus principals monitor them and provide feedback. The campus currently uses the "ECISD" lesson plan template which asks teachers to list essentials, connections, instruction through inquiry, student support, and demonstration of learning. Teachers use ECISD planning mats, unit guides, field guides, and curriculum guides for planning. The campus is currently focusing on writing measurable objectives with an aligned formative assessment that drives instructional practices. Exemplar plans have been drafted and distributed for planning purposes. Grade level teams are expected to meet weekly for planning. The ILT created a Burnet Team Planning Protocol sheet for teams to complete during this process in order to ensure alignment. The ILT uses a standard protocol to analyze rigor in teachers' lessons but the campus is in the beginning stages of this process.
	Planning for Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	

Full Implementation: Vision

5.1 Objective-driven daily lesson plan:	At full implementation, teams will submit lesson plans one week in advance. All lesson plans will include clear student friendly content objectives that are written for daily targets. The lesson plans will be written on a shared lesson plan template with scripted openings, closings, timestamps, and objective-driven activities (I DO, We Do, You Do). Lesson plans will also include specific plans for differentiation. Each lesson will be submitted with a formative assessment, teacher exemplar, and student exemplar. All lesson plans will be aligned to the current YAG and scope and sequence. Teachers will use any resources given to them by the District to use for planning. Lesson plans will be based on student data and will include several specific checks for understanding throughout each lesson. The ILT will check for fidelity of execution to the lesson plan using the Observation Feedback protocol while doing walkthroughs and observations. Each lesson plan will be reviewed by a member of ILT the week before it is taught and feedback will be given to teachers. Each teacher will be given 1-2 pieces of actionable feedback aligned to the week's plan. Lastly, there will be a clear process in place for teachers to make changes to their plans and submit final versions before the lesson is taught. Teachers struggling with either the creation or implementation of lesson plans will have a separate time to meet and work with campus instructional specialists until improvement is seen.

5.3 Data-driven instruction.

Current Implementation: Summary	
Implementation Level At Diagnostic	Teacher teams have protected time built into the master schedule to meet frequently for in-depth conversations about formative and interim student data, effective instructional strategies, and adjustments to instructional delivery. ILT leads teachers through weekly data meetings centered around a determining the root cause of student error. Significant progress has been made in this area, but more work developing reteach plans is still needed. The campus struggles with standing and delivering the reteach plans with real-time feedback. Students track their own data in individual student data binders, but lack focus/ consistency in student goal setting. At this time, there are no consistent scoreboards across the campus.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

Full Implementation: Vision
At full implementation, data-driven decision making will guide our day-to-day operations. The campus will function on a well developed annual calendar and master schedule that allows for weekly data meetings (both individually and in PLC) that include reteaching for skills and standards that have not yet been mastered. The campus will manically and relentlessly focus on reteach and reassessment with guidance and coaching from the ILT. Weekly data meetings will follow this cycle: •Teachers (or teacher teams) will meet with members of the ILT to analyze their most recent assessment data. This data can include daily exit tickets, short cycle assessments, benchmarks, interims, or teacher-created assessments. Principal supervisors will serve as the primary coach for the principal, and the principal will then serve as the primary coach for the ILT. All ILT members will have consistent, calibrated, and regular training/practice that is led by the principal. •An aggressive data analysis will lead to the identification of a specific high-leverage gap. Both the teacher(s) and ILT representative will name the gap, with the ILT member formalizing and stamping it for the members. Gaps will only be determined after a deep analysis of student-facing work. •The teacher(s) will create a scripted reteach plan that is built in collaboration with the ILT. This plan is then practiced with real-time feedback before the lesson ever makes its way in front of students. •The teachers and ILT will agree to a reteach and reassessment schedule that will be evaluated at the next WDM for effectiveness. Classrooms will track and post their "Meets" and "Masters" percentages on schoolwide scoreboards. These scoreboards will also include their goals for the next assessment. Student growth will be tracked after every unit and will be celebrated twice per quarter in morning assembly.

School Improvement Turnaround Plan

District Commitment Theory of Action

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

IF the district continues to coach the campus leader in Relay and the foundational Essential Actions, and works with the ILT to protect and prioritize levers 5.1 and 5.3 via effective lesson planning, sound instructional practices, weekly data meetings, and strategic observation/feedback sessions that are based on a guaranteed and viable curriculum that is measured through regular TEKS aligned assessments that are interpreted by a high functioning instructional leadership team with clearly defined/measurable roles and responsibilities in collaboration and support of a dynamic instructional staff that is hired through a rigorous and well defined profile that ensures all students have access to high-quality educators that operate under well written and communicated vision, mission, and values THEN the campus will be operating in a data-driven culture that provides their students with the highest quality education that yields the A-rated student outcomes that the stakeholders of Burnet desire and deserve.

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.
Highly efficient weekly data meetings will be put into practice that centers around a prescribed protocol for data analysis and reteach planning. (The protocol will include an opportunity to unpack the standard, identify gaps in student learning, plan/practice a reteach and follow up to ensure mastery). All instructional staff members will be trained in DDI and a master calendar of all PLC meetings will be created and maintained. This calendar will outline timelines for reteach and reassessment to ensure student mastery. All benchmark assessments will be STAAR aligned.	Internal capacity building based on the book *Leverage Leadership 2.0* . External capacity building- Relay Cohort 2	2020-2021	Year 1: Face to face professional development will be completed on the DDI process with direct leadership support from the Executive Director of Leadership. Campus will participate in Cohort 2 of Relay (2020-2021) which will strengthen and perfect current practices. Ongoing coaching will take place from the district for the principal and the ILT team will coach teachers using the model. Regular reflections and surveys will take place to monitor and enhance effectiveness.	5.3 (4.1)

All classrooms and students will operate under individualized (and measurable goals). The goals will be posted in every classroom and at least one visible student progress tracking artifact will be displayed.	Internal capacity building based on the book *Leverage Leadership 2.0* . External capacity building- Relay Cohort 2	2020-2021	Year 1: The campus will solicit the support of the district in leading teachers through goal-setting training at the start of each school year. This training will ensure that everyone on the campus knows how to set high-leverage, measurable, and attainable student-achievement goals.	5.3
All instructional staff members will be on a strategic observation/feedback coaching cycle that is designed by the ILT based on need. (Data informed). Action steps will be tracked via a log in order to monitor/adjust coaching to yield continued improvement.	Internal capacity building based on the book *Leverage Leadership 2.0*	2020-2021	Year 1: Campus leadership will be trained and calibrated on the scope and sequence in order to be able to identify high-leverage action steps for individual teachers. This process will be trained and monitored by the campus principal who is overseen and continually coached by the ED of Leadership.	5.1, 5.3 (1.1, 2.1)
All teachers will create high-quality daily lesson plans that include a clear objective, opening/closing activities, time stamps, and an assessment (exit ticket). Campus leaders will strategically monitor lesson plans and give precise and bite-size actionable feedback on the alignment to the standard, scope and sequence, and rigor expectation.	Internal capacity building based on the book *Leverage Leadership 2.1*	2020-2021	Year 1: Campus will implement a series of practice clinics that train and perfect one piece of the lesson plan at a time. Practice clinics will be trained externally through Relay.	5.1
The leadership team will operate under a written and updated set of high-yield roles and responsibilities that are both clear and measurable. ILT meetings will utilize research-based protocols that focus the team on teacher data and student outcomes.	Internal capacity building	2021-2022	Year 1: The ILT will have face to face learning, training, and coaching with ongoing support from the district. The school will model their roles/responsibilities and agendas from exemplar schools around the state. These will be provided via ESC 18. Year 2: The campus will set weekly targets for each ILT member and progress monitor annual goals on a quarterly basis. Participation and coaching will	1.1 (5.1, 5.3)
The district curriculum department will provide a scope and sequence for each core content area that is aligned to the TEKS. Curriculum documents will be centrally located and easy to navigate. The instructional specialists will ensure that teachers have the necessary aligned instructional materials that support student achievement. The C & I department will ensure teachers are trained on how to audit and select aligned supplemental materials.	Internal capacity building	2021-2022	Year 1: The curriculum department will provide an instructional scope and sequence with regular assessments aligned instructional materials. Year 2: Professional learning on how to audit and select appropriate and aligned instructional materials will occur quarterly in horizontal teams to increase relevancy.	4.1

The campus will strategically place teachers based on student need and teacher strength. The school will draft staff profiles to use as "look-fors" when recruiting future team members. All criteria and interview questions will be well defined and aligned with the vision, mission, and goals of the campus.	Internal capacity building	2021-2022	Year 2: HR will work directly with the campus CIT to conduct training on how to build well-rounded profiles for instructional positions.	2.1
The ILT will create an implement a culture playbook that will descriptively outline campus expectations for teacher, student and administrator behaviors. This culture playbook will be monitored by regular ILT culture walks that will evaluate progress on a well-defined set of descriptors. The District will provide the campus with an emotional intelligence coach that will work specifically with high-need students and their families on proactive and restorative practices that will help all students reach 100% in the culture playbook. All of this will function under a well	Internal capacity building based on the book *Leverage Leadership 2.0* . External capacity building- Relay Cohort 2	2021-2022	Year 2: The campus will work to create a well written, compelling, and aligned vision, mission, and values that guide all campus operations. Year 2: A culture playbook will be created. Face to face coaching and practice will take place with staff members and students on routines and procedures within the building. This practice will be paired with real-time feedback to ensure 100% from staff and students. Relay will provide initial training on creating and implementing culture playbooks and practice clinics. This rollout will be monitored, coached, and supported by the	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
In a staff meeting, make sure all staff understand the focus and initiatives that will take place.	1.1
Create the master schedule and calendar to plot PLCs, grade level planning, assessments, data analysis, reteach and trainings that will take place.	5.3
Create a back to school calendar with DDI, lesson planning, and Relay at the forefront of professional learning.	5.1, 5.3
Register and attend all Relay trainings.	1.1, 2.1, 3.1, 4.1, 5.1, 5.3
Implementation Year 1	**Essential Action**
ILT facilitates effective weekly data meetings where teachers are able to participate in the process of analyzing data, identifying gaps, and creating/implementing strong re-teach plans which lead to improved student outcomes.	5.3
Teachers consistently receive meaningful feedback on their lesson plans that yield stronger student achievement outcomes.	5.1
ILT behaviors are deeply rooted in written and well defined roles and responsibilities. The ILT meets weekly to study teacher and student outcomes and make plans	1.1, 5.1, 5.3
Implementation Year 2	**Essential Action**

Teachers will perfect the use of the scope and sequence, unit plans, instructional materials, and assessments for all STAAR content areas.	**4.1**
Burnet's mission, vision, and values will be posted and carried out throughout the school and community. The staff, students, and community members will be able	**3.1**
Staff, student, and administrator behaviors will be defined by a well-written culture playbook that is expected, monitored, and aggressively enforced. The ILT will	**3.1**
The campus will implement instructional rounds to capitalize/leverage high-quality instructional practices within the building.	**1.1, 2.1, 3.1, 4.1, 5.1, 5.3**
The campus will work alongside with HR to recruit and maintain highly effective teachers that are strategically placed and are able to share the same vision, mission,	**2.1**

Implementation Year 3 and beyond	Essential Action
Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation. *A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.*	
The campus will continue to work with HR to recruit, hire, and retain highly effective teachers.	**2.1**
The curriculum department will continue to work alongside the campus to ensure the materials that are provided to teachers are high quality, useful, and produce	**4.1**
Teachers administration and staff will continue to participate in the observation/feedback cycle and adjust their lesson plans and delivery of instruction so the lessons	**5.1**
The ILT will continue to execute clear roles and expectations and have weekly ILT meetings that are focused on data and student outcomes. We will continue to build	**1.1**
The campus will continue to evaluate procedures and routines on the campus. Data will be gathered from all stakeholders and adjustments will be made on areas of	**3.1**
The DDI process will continue including observation, monitoring, and adjustments to the teaching and learning process. Student achievement data will be reviewed	**5.3, 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	$ 60,000.00	Salary for one emotional intelligence coach
Professional Development	$ 100,000.00	Extra-duty pay for teachers to work extended hours to attend regular practice clinics and professional learning. District-id
Supplies and Materials	$ -	
Other Operating Costs	$ -	
Capital Outlay	$ -	

School Action-Reassign

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

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

School Action Planning Milestones

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

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

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

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

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

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

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

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

School Action-Restart: Turnaround Plan

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

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

School Action Planning and Implementation Milestones

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

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

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

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

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

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

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

School Action-Restart: Partner Managed Plan

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

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

School Action Planning Milestones

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

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

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

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

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

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

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

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

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

School Action-New School: District Managed Plan

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

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

School Action Planning Milestones

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

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

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

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

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

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

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

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

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

School Action-Restart: Partner Managed Plan

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

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

School Action Planning Milestones

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

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

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

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

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

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

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

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

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