# 2025-2026
# TURNAROUND PLANS
# DETAILED OVERVIEW

Tuesday, September 23, 2025

Killeen
Independent School District

# Context & Purpose
## Turnaround Plan Overview

- In 2025, Texas Education Agency (TEA) released accountability ratings for 2023–2025.

- Three KISD campuses must now develop and/or implement state-mandated turnaround plans.

- This presentation summarizes which campuses are affected, what is required, and the anticipated timeline.

# TURNAROUND PLAN REQUIREMENTS

# Turnaround Plan Requirements
## What TAPs Include

- **Comprehensive Improvement Strategy**: Designed to address persistent underperformance and raise student achievement.

- **Focus on Quality of Instruction**: Anchored in the Effective Schools Framework and Foundational Essential Actions.

- **Address Root Causes**: Tackles underlying issues and equips teachers with the tools and support to accelerate learning.

- **Sustain Improvement**: Establishes systems for monitoring, ongoing professional development, and shared accountability.

- **Turnaround Plan Components**: Specifies campus restructuring or reform, the academic program, required resources, and key implementation details.

# Turnaround Plan Requirements
## How TAPs Differ

- **Trigger**: Two consecutive "unacceptable" ratings require a turnaround plan.

- **Development**: District and campus intervention team jointly draft the plan.

- **Engagement**: Parents, staff, and community review before Board approval.

- **Commissioner Approval**: Each Turnaround Plan (TAP) must be reviewed and approved by the Texas Education Agency Commissioner before implementation can begin.

# Turnaround Plan Requirements
## Failure to Improve after TAP

- **Five-Year Rule**: After five consecutive "unacceptable" ratings, the commissioner must appoint a board of managers or close the campus.

- **D Rating Pause**: A "D" pauses but does not reset the count (limit two pauses; third "D" resumes count).

- **Conservator Option**: The commissioner may appoint a conservator to ensure district support and implementation of turnaround plans.

# Affected Campus
## Turnaround Plan Requirements

| Campus Name | CDCN | Consecutive Unacceptable Rating Count | 2025 | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 |
|---|---|---|---|---|---|---|---|---|---|
| Manor Middle | 014906044 | 3 | F | F | F | NR-SB 1365 | NR-Disaster | NR-Disaster | D |
| Palo Alto Middle | 014906048 | 3 | F | F | D | NR-SB 1365 | NR-Disaster | NR-Disaster | F |
| Eastern Hills Middle | 014906046 | 2 | F | F | D | C | NR-Disaster | NR-Disaster | C |

# TAP Order and Notification

After two unacceptable performance ratings

The TEA provides processes and structures for guidance

**Commissioner Orders TAP Preparation**

**District Notifies Community**

**District Prepares TAP**

Prior to board approval and to request assistance from the community in preparing the TAP

# TURNAROUND PLAN
## DEVELOPMENT

# **Turnaround Plan Development**
## Part 1: Turnaround Foundations

- TEA provides a Turnaround Plan template

- First, the school/district complete the turnaround foundational information in the TAP template

- Turnaround Foundations tab includes:
    - General campus information
    - Selection of the Turnaround method
    - Summary of current reality vs. future vision according the Effective Schools Framework ------>

**Effective Schools Framework Levers**

1. Strong School Leadership & Planning
2. Strategic Staffing
3. Positive School Culture
4. High-Quality Instructional Materials & Assessments
5. Effective Instruction

# Part 1: Turnaround Foundations

| Campus Information | | | |
|---|---|---|---|
| **District Name:** | **Superintendent:** | **DCSI:** | **Board President:** |
| Texas ISD | Lizette Ridgeway | Nicole Seltman | Garrett Black |
| **Campus Name:** | **Campus Number:** | **Principal:** | **Principal Supervisor:** |
| TEA Academy | 123 456 789 | Jessica McLoughlin | Tim Regal |
| **School Year Plan was Developed:** | **ESF Diagnostic Date:** | **ESF Facilitator:** | **Date of Board Approval:** |
| 2019 | 07-10-2020 | Lindsay Denman | 07-02-2020 |

| 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

| | |
|---|---|
| Implementation Level At Diagnostic | We currently have a roles and responsibilities document for all members of our ILT. Additionally, we have identified which teacher is supervised by which administrator. We are implementing T-PESS for Administration evaluation (this was implemented by the district). Additionally, ILT members have expectations around walkthroughs and observations. The ILT meets each week and uses an agenda that covers a variety of topics including: CIP review, discipline data, and campus business. At this time, the ILT does not spend time consistently discussing instructional rounds, walkthrough or observation data. While the campus principal does meet with members of ILT weekly, there is not a strong system for observations/feedback cycles for ILT members to practice their skills. There is a need at the campus to develop the leadership of ILT members and teacher leaders as well. Additionally, while ILT members have goals- there is no evidence that they continually compare themselves to these goals or adjust course to meet the goals. |
| **Partial Implementation** | |
| Prioritized Focus Area from ESF Diagnostic? | |
| **Yes** | |

**1.1 Develop campus instructional leaders with clear roles and responsibilities.**

## Full Implementation: Vision

At full implementation, we will have an updated document reflecting the roles and responsibilities for all ILT members. This will include the teachers each member supervises. The ILT will have clear expectations to align their calendars to the observation/feedback cycles for each teacher- which will occur at least 1x per month (but vary based on need/student data). PLCs and key trainings, staff meetings, etc. will be placed on a year-long calendar and distributed to all staff at the start of each year. The ILT will meet on a recurring basis and follow a set agenda that will include student data analysis and next steps as part of each meeting. ILT members will meet with teachers they manage/supervise at the start of the year to review goals and performance expectations. Teachers and ILT team members will have a clear understanding of their individual goals and will be able to discuss progress toward goals throughout the year. We will check in on progress of ILT goals at MOY and, again, formally at EOY. ILT members will have a running record of the feedback and action steps they have shared with their teachers. We will have a strong pipeline of Teacher leaders (who will lead our PLC meetings) and be involved in monthly school-wide larger leadership team meetings. These teacher leaders will facilitate high-quality PLC meetings aligned to data-driven instruction, instructional best practices and/or lesson plan creation and rehearsal. We will have a record of all agendas and notes from PLC meetings. As a result of these actions, teachers and leaders will report greater clarity on their roles and responsibilities and a greater understanding of their goals and progress toward their goals throughout the year. Additionally, PLCs will be seen as useful meetings that develop our teachers and support student achievement. Additionally, there will be a robust campus handbook in place including all campus procedures and policies, especially those around roles and responsibilities, and teacher and leadership team evaluation processes.

# Turnaround Plan Development
## Part 2: School Improvement

### THE FOUNDATIONAL PRACTICES FOR SCHOOL IMPROVEMENT

- **District Commitment to Theory of Action:** Describes the District Theory of Action and the commitments that support the campus' essential actions outlined in the plan.

- **System and Capacity Building:** Describes how the campus and district will build systems and capacity to achieve and sustain the vision for each Essential Action.

- **Critical Implementation Milestones:** Describes the key implementation milestones (high-level actions) the campus and/or district will complete each year to achieve their vision.

- **Budget & Financial Resources:** Describes funds and resources from the budget, including any supplemental costs required to implement the turnaround plan for two or more years.

# Part 2: School Improvement

## 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 provides ongoing support and coaching of the campus leader in terms of the foundational Essential Actions, especially 5.1 and 5.3, and works with the principal and leadership team to protect their time in a way that aligns to instructional leadership roles and responsibilities, and supports the campus with attending and actively engaging in the capacity building cohorts, while also working with the campus to allow for sufficient control with the hiring process, as well as partnering with the curriculum division to ensure they are able to provide the campus with the necessary tools and resources for curriculum and instruction, then the campus will be able to further clarify the roles and responsibilities of their leaders, drive toward creating a more data-driven school culture and ensure teachers are using high-quality lesson plans aligned to student learning objectives. They will be able to establish a strong school culture with aligned mission, vision and values.

### 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 all our STAAR tested courses, grades, and teachers this year around DDI. This will includes training teachers and leaders on DDI processes and incorporating strong, weekly data meetings into our practice. We will also include structures and time to allow for re-teaching and re-assessing. Lastly, we will ensure we give at least 3 Interim Assessments in each STAAR-tested course that are aligned to the rigor of the State Assessment. | ESC 21- TIL Cohort - DDI | 2020 | Year 1: The TIL cohort combines in person PD, face to face learning and coaching and ongoing support from our ESC. We will participate in the cohort and work with our ESC to implement DDI practices in our school. We will meet with the cohort 3 times during the year. Additionally, we will have ESC visits to our campus and ongoing coaching on our DDI practices. We will use our reflections on these practices to problem-solve and improve our DDI Implementation at the campus. | 5.3, 4.1 |

## 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 TIL cohort participation for all ILT Team Members | 5.3 |
| Share focus areas and major initiatives with staff at end of summer | 1.1 |
| Begin process for creating next year's master calendar with protected time for meetings, assessments, data analysis, and re-teaching | 5.3 |
| Plan summer PD calendar with ample time to address focus on DDI and lesson planning | 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 misconceptions, and planning strong re-teach plans which in turn lead to improved student outcomes | 5.3 |
| ILT and teacher leader behaviors and actions are grounded in clear roles and responsibilities with a focus on instructional leadership | 1.1 |
| Teachers participate in meaningful professional development opportunities throughout the year that align to the campus focus areas and result in stronger outcomes for students | 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 | $ 10,000.00 | Stipends for Teacher Committees (hiring, curriculum, substitute) across two years |
| Professional Development | $ 80,000.00 | DDI, Student Culture and New Leaders Coaching Costs |
| Supplies and Materials | $ 5,000.00 | Vision, Mission, Values materials |
| Other Operating Costs | $ - | N/A |
| Capital Outlay | $ - | N/A |

# Turnaround Plan Development
## Part 3: Method for Restructure

## 1. Restart

**A.**    **District-Run:** TEA grant program (ACE) that supports bringing higher performing KISD staff & wraparound services to struggling schools (does not stop the accountability clock)

**B.**    **1882 Partnership:** Contracted turnaround partnership that allows KISD school(s) to be operated by a charter organization (stops the accountability clock)

## 2. Reassign

Close or consolidate school(s), move students to higher performing campus(es)

Upon closure, A-F Rating for an underperforming campus follows the plurality of students

All receiving campuses must have SBOE-approved curriculum, a targeted PD plan, and differentiated support for staff

# Part 3: Method for Restructure

## 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 |
|---|---|---|---|---|---|
| Develop communication plan for school action implementation | Communication plan should identify specific strategies. For instance, plan should describe planned communication activities that will support board consideration/vote on the school reassignment plan. The communication plan should be a "living" document that is actively updated and modified throughout the grant period. | Strategic Communication Plan |  |  |  |

### 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 |
|---|---|---|---|---|---|
| Establish organizational capacity/leadership to manage school action implementation | The district organizational management plan should identify what additional resources and | District project manager and organizational management plan |  |  |  |

# School Action-Restart: 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 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 |
|---|---|---|---|---|---|
| Identify Project Teams and Committees | ACE Design Team / Project Lead – there must be a person(s) identified as project lead, with the authority (either by existing role or Superintendent designee) to make decisions and the C-level relationships to ensure the process moves at the appropriate speed. Most important departments in the planning/design | - District project manager<br>- Document that outlines district committee that will lead the work | | | |
| Establish school program requirements | This will follow the five core pillars of the ACE model: (1) Strategic Staffing, (2) Instructional Excellence, (3) Extended Day, (4) Social and Emotion Learning, and (5) Community and Parent Partnerships. | One-pager on programmatic elements by ACE pillar; ongoing assessment of district's ACE implementation plans | | | |

# 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 |
|---|---|---|---|---|---|
| Develop communication plan for school action implementation | Communication plan should identify specific strategies. For instance, plan should describe planned communication activities that will support board consideration/vote on a district authorizing policy. The communication plan should be a "living" document that is actively updated and modified throughout the grant period. | Strategic Communication Plan | | | |

### 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 |
|---|---|---|---|---|---|
| Establish organizational capacity/leadership to | The district organizational management plan | District project manager and organizational | | | |

# TURNAROUND PLAN
## TIMELINES

# Turnaround Plan Timeline
## September to November Overview

**Week of September 8th**
- Technical assistance meeting with Region 12 - Initial support
- TEA School Improvement Orientation
- Effective Schools Framework (ESF) Diagnostics

**Week of September 15, 22 & 29**
- Technical assistance meeting with TEA - Review TAP, ACE & 1882 processes
- **Start initial TAP draft with evidence-based strategies**
  - Conduct Monday & Wednesday plan writing workshops

**September 24**
- Mid-Cycle Data Review with multi-year underperforming campuses

# Turnaround Plan Timeline
## September to November Overview

**Week of October 6**
- Leadership teams continue development and technical support
- **District Needs Assessment presentation to Board - 10/7**

**Week of October 20**
- **District Optimization Final Recommendations to Board - 10/21**
- End of Quarter Data Review with multi-year underperforming campuses- 10/23
- Begin integrating Optimization information/feedback into TAP

**Week of October 27**
- **District Optimization Final Approval to Board - 10/28**
- Final revisions of TAP based on Optimization school actions
- Gather final stakeholder feedback (staff, families, community)

# Turnaround Plan Timeline
## September to November Overview

**Week of November 3**
- Final updates in response to stakeholder feedback
- **Present Turnaround Plans for Board approval - 11/4**

**By November 14, 2025**
- Submit Turnaround Plan to TEA

**Tentative Actions Before the End of the Semester**
- Apply for LASO Grant Cycle 4 Accelerating Campus Excellence by 12/1
- Board to take action to become Charter Authorizer - requires a policy update
- Submit Letter of Intent to become Charter Authorizer by 12/5
- Conduct Call for Quality Schools

# Turnaround Plan Timeline
## Other Key Milestones

- **TAP Submission Deadline**: District submits its initial turnaround plan by November 14, 2025

- **TAP Initial Notification**: TEA will notify the district of plan approval or initial rejection with feedback if revisions are needed by January 16, 2026.

- **LASO Award Notification**: TEA will notify the district of LASO (ACE) grant approval by Feb/March.

- **TAP Final Submission Deadline**: If the TAP plan was rejected the district must submit a revised plan addressing TEA's concerns by March 17, 2026.

- **Texas 1882 Partnership Benefits**: Districts must apply to TEA for the benefits, submit required policies, attend webinars, provide campus partner applications/rubrics, etc. by March 31, 2025.

- **Final TEA TAP Notification**: TEA issues a final decision on the revised plan (approval or rejection) by April 1, 2026.

Any Questions?