

## Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
Ector County ISD	Dr. Muri	Dalia Benavidez	Dr. Donna Smith
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Crockett MS	000000044	Maribel Aranda	Dalia Benavides
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	18-10-2019	Sha Burdsal-Hartzer	

### 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	
<b>Capabilities.</b>	Implementation Level At Diagnostic	Campus instructional leaders have a clear list of roles and responsibilities that are documented in the in the handbook and in a google document. Teachers are evaluated according to the goals established at the beginning of the year. <b>Eduphoria</b> is used by administrators to give teachers intermittent feedback post observation. Leadership uses a calendar for classroom observation/feedback with cycles to ensure all teachers are being evaluated. Calendars for consistent PLC's and data meetings have been developed to ensure campus
	<b>Planning for Implementation</b>	

1.1 Develop campus instructional leaders with clear roles and responsibilities

<p>Prioritized Focus Area from ESF Diagnostic?</p>	<p>leaders are participating in the PLC process. The leadership team meets once a week to address agenda items established by the principal. The campus leadership team is currently receiving coaching through RELAY. <b>Progress since Diagnostic - The leadership team meets once a week to discuss various agenda items including student performance or as determined by the principal. The leadership monitors all formative and summative student progress using a tool called the student growth tracker developed by Lead4Ward for our district. The tool allows the campus to track how students are performing on each Short Cycle Assessment and Benchmarks compared to STAAR performance. It also calculates growth or lack there of for each student. Lastly, the tool monitors how the campus is performing on Domain 3 for each sub group. Administrators are also required to perform 5 walk-throughs per week. The walk-throughs are inputted into Eduphoria and allow for teacher feedback. At the beginning of the year, leaders were provided a list of roles and duties. The roles and responsibilities were reviewed with them during professional development.</b></p>
<p>Yes</p>	

**Full Implementation: Vision**

Full Implementation will include the following: The district will continue to work toward building capacity of leaders through RELAY. Leadership team will have a list of clearly defined roles and responsibilities along with tracking tools to have evidence of completion. **The principal will compare the written rolls and responsibilities for leaders to their job description to ensure consistency in job responsibilities. Campus leaders will use the Relay culture protocols along with calendars to such as PLC Calendar, Assessment Calendar, and Walk-through and Observation Calendar to consistently lead their grade level.** The Leadership Team will use agendas and record minutes during meetings and will add a "Next Steps" category in order to outline the next steps in the process of following up from one meeting to the next and to track progress. Meeting protocols will also be established and written down. The principal will conduct coaching sessions with assistant principals and Instructional Specialists to improve their ability to coach teachers in order to impact student learning. **The leadership team will meet once a week and document the focus on student progress and formative data using the Growth Tracker Tool.** The principal will also create a calendar and a tracking tool to ensure leaders attends PLCs, duty stations, walk-throughs, appraisals, and other areas to monitor the leadership in high leverage actions. Performance evaluations with pre-determined goals will be established and agreed upon at the beginning of the year. The principal will conduct a mid-year review of the goals for each assistant principal to ensure they are on track with goals set at beginning of year.

aligned educators.

**Current Implementation: Summary**

<p>Implementation Level At Diagnostic</p>	<p>The campus along with the district work together to recruit, select and retain qualified educators. <b>The district has the Odessa Pathways to Teaching program (OPT) that provides teacher that principals can recruit.</b> The principal makes contact with alternative certification programs to seek out highly qualified applicants for positions that are currently staffed with long term substitutes. The campus conducts interviews with a committee of high performing teachers to ensure the candidate is the right fit for the campus and the students. <b>Principal attempts to retain by creating a family or team environment by providing teachers and staff with frequently get together.</b> Staff is retained by providing on-going support both from the district and campus level in curriculum and instruction. <b>Teachers are placed</b></p>
<p>Planning for Implementation</p>	
<p>Prioritized Focus Area from ESF Diagnostic?</p>	

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified teachers, principals, and other staff.

<b>No</b>	<p>according to certification. Department Chairs are supported by meeting with district content coordinators to train on content. Progress since the Diagnostic includes -The leadership team has begun coaching teachers using Relay protocols in high leverage areas of culture (morning arrival, lunch, transitions, dismissal). The campus also interviews and hires long term substitutes and provides training for them along with certified staff. Teachers are encouraged to provide input on issues through the department chairs to give the leaders an opportunity to find solutions.</p>
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**Full Implementation: Vision**

The campus has received a grant to participate in Opportunity Culture and will create a team to develop implement the OC plan for the campus. OC will allow for the campus to recruit Multi-Classroom Leaders (MCL) to increase the capacity of the teaching staff. The campus will continue to recruit from the Odessa Pathway to Teaching programs sponsored by the district and other university and alternative certification programs. The leadership team will create a school recruiting pamphlet to distribute to candidates to attract applicants to Crockett. The hiring and induction process will be improved by creating questions applicable for each content and by providing candidates with a scenario to a scenario to assess how they will handle specific situations in the classroom. Principal will provide the job description to the interviewing committee to ensure a common understanding of the position's responsibilities. The interview questions will be selected according to the position they are hiring for. In core content areas, the applicants will be asked to provide evidence of prior job performance relative to student performance if such information is available. Opportunity Culture will provide support and compensation for high performing staff. With the implementation of OC, all staff will be re-evaluated for placement according to certification, experience, content knowledge, and student needs. Instructional Specialists and Department Chairs will continue to meet and train with district content coordinators to improve their capacity. Preferred long term subs will be retained by providing training along with teachers and work under a Multi-Classroom Leader for support.

mission, goals, values focused on a safe and high expectations.

**Current Implementation: Summary**

Implementation Level At Diagnostic	<p>Last year the campus developed and implemented The Crockett Creed and it is posted in classrooms and hallways around campus. The students recite the Creed daily during announcements. The campus also created a script on routines and procedures for morning arrival, transitions, lunch and dismissal in order to set expectations for what the staff and students are expected to do during these high leverage times. A reset on the routines and procedures is implemented to re-establish expectations when needed. The campus also conducts a parent survey relative to instruction and overall school climate. Progress since Diagnostic includes - The climate of the campus is assessed yearly by using the Youth Truth Survey. The campus promotes a college going culture by having the staff write a short story of their college story and then post it outside their classroom door. Also, the college going culture is promoted with college paraphernalia throughout the campus. The campus has also established expectations for routines and procedures with the implementation of the CHAMPS strategies to increase the safety of the campus.</p>
<b>Beginning Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	

**No**

3.1 Compelling and aligned vision, environment ai

At Full implementation the campus will provide opportunity for stakeholders (students, parents, teachers, staff) to create or refine the campus mission and vision through participation on the Campus Improvement Team and other school committees. administrators and teachers will demonstrate high expectations for all students by maintaining effective campus wide routines and procedures for high leverage activities listed above, but also include routines and procedures for the first 5 minutes of class. The expectations and scripts will be developed by teachers and then practiced with each other in preparation for roll out with students. Campus leadership will also aggressively monitor teacher behaviors to ensure teachers are meeting outlined expectations using a tracking tool. Another initiative will be to implement aggressive monitoring as a way to increase student expectations for participation and learning. Teachers will be trained on aggressive monitoring in the Spring to introduce them to the concept and then make it a requirement next year. The staff and students will continue to recite the Crockett Creed daily during announcements. They will also practice and implement with fidelity the written processes, routines and procedures campus wide. The campus will post artifacts around the campus referencing the mission, vision, and values of the campus. The campus will also continue to conduct the Youth Truth Survey and the parent survey to gain insight into the key climate indicators to use in campus planning.

**Current Implementation: Summary**

Implementation Level At Diagnostic	Teachers follow the TEKS Resource pacing guide(YAG) to determine the scope and sequence of the standards being taught. Assessments are given according to the district assessment calendar for all grade levels and contents. The short cycle and benchmark assessments are created using STAAR Released questions in order to ensure alignment to the standards. Target TEKS are determined using the DDI process for the campus. The DDI process included analyzing the data to determine areas of need, using the data to plan for reteaching, and plan using appropriate instructional materials. Instructional Specialists and teachers use the formative and summative assessments data, TEKS specificity documents, and Lead4ward tools to plan with the end in mind by identifying the lowest scoring, high leverage TEKS and creating the know and show for the TEKS in order to identify the gap. This process leads to planning the Re-teach for students and future lesson planning. Growth tracker is being implemented to track student performance and growth. Instructional materials as well as how the teacher should use the materials to support classroom instruction are discussed and planned during PLCs. The PLC is conducted daily which ensure fidelity in implementation. Beginning of the year professional development was written and implemented. Progress since diagnostic includes - Adjustments are made to lesson planning on an ongoing basis to adjust based on student data. The instructional materials are all endorsed and provided by the district.
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

**Full Implementation: Vision**

4 to TEKS with a year-long scope and sequence.

4.1 Curriculum and assessments aligner

The campus will continue to follow the TEKS resource pacing guide (YAG), Unit Planning Mat, and the TEKS Resource Instructional Focus Document which are aligned to the state standards for instructional planning . Resources provided by the district will be aligned to the State standards. Student performance will be monitored through short cycle assessments and district benchmarks using Released STAAR questions. In order to ensure appropriate level of rigor, teachers will focus on aligning the lesson objective with the formative assessment (exit ticket), scripting the I Do, and implement aggressive monitoring by teachers. The teachers will practice the I Do part of the lesson with a partner during PLCs to increase teacher confidence and capacity to improve student learning. Assessments will be aligned to the state standards as well as the rigor of the STAAR test by using released test questions. The campus will increase engagement and rigor in lessons by teaching and establishing habits of evidence in students. The students will be taught to annotate with purpose by summarizing, analyzing, and finding the best evidence. Teachers will also reinforce habits of evidence by requiring students to site evidence during each lesson. The campus will use with fidelity instructional materials sanctioned and provided by the district which contains Key ideas, essential questions, and rich text. The campus will also implement the K-12 Summit program specifically to address the EL students. Special Education student needs will be addressed through implementing with fidelity the Individual Education Plan and using the Brain Child and Mechanics Program. Instructional calendar will reflect assessments, planning including reteach, data digs, mini PD, know/shows etc. and PLC Agendas that include next steps. The curriculum and Instruction department will continue to provide ongoing professional development that is focused on curriculum and alignment to the TEKS. The district will establish a professional development calendar the includes initial training and job embedded training for teachers. Professional development will include training on literacy concepts and number sense.

5.1 Objective-driven daily lesson plans with formative assessments.

<b>Current Implementation: Summary</b>	
Implementation Level At Diagnostic	Teachers are provided lesson planning documents by the Curriculum and Instruction department to help ensure that curriculum is aligned to the scope and sequence in TEKS Resource system. Instructional specialist provide documents at the beginning of the units along with the short cycle assessments for that unit. Teachers use the assessment as part of the backwards design to plan with the end in mind. Target TEKS are determined during the DDI process and Instructional specialists create know/shows with teachers to delve deeper into the specificity of the TEKS and determine and close the gaps during the re-teach. Assessments are aligned to the objectives. Campus instructional leaders are working to evaluate lesson ojectives and activities to ensure they are aligned to the standards and scope and sequence. Instructional specialists are meeting with teachers during PLC's daily to help facilitate lesson planning and address issues to ensure possitive impact on student learning.
<b>Planning for Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
Yes	
<b>Full Implementation: Vision</b>	
At Full implementation teachers will create and submit daily lesson plans that include a clear objective, a Do Now activity, a power lesson to teach the targeted TEKS and work station activities to differenciate for students according to need. Teachers will incorporate activities for meeting the needs of SPED and EL students using the IEP and language objective. Using the Relay training, teachers will be trained to align the lesson objective and activity with the formative assessment (exit ticket) at the end of the lesson. They will also be training on Aggressive Monitoring to increase rigor and frequently check for understanding during the lesson. Teachers will use the formative (Short Cycle Assessments), the TEKS Know and Show, and teacher exemplars to plan for instruction. The assessments will be developed by the district content coordinators using released STAAR questions to ensure the appropriate rigor level. Teachers will use the TEKS Resource Scope and Sequence (YAG), the Instructional Focus Document and Lesson planning mat to plan and pace the teaching of Readiness and Supporting Standards and to ensure alignment. Campus Instructional leaders will work teachers during scheduled PLCs to standardize lessons for students across content and grade level. Teachers will receive weekly feedback from leaders on lesson plans.	

5.3 Data-driven instruction.

**Current Implementation: Summary**

Implementation Level At Diagnostic	We are currently using assessment calendars for our district provided short cycle assessments. We have a campus DDI calendar that is used for data analysis with teachers. Instructional Specialists meet with teachers during the DDI process to disaggregate data and review data to make informed decisions for reteaching and future planning. We look at data collaboratively with teachers to determine and address gaps. One we determine the target TEKS during the DDI process we use the know/show process to unpack the standard and determine the gaps based on student responses. We then plan the reteach to address the misconceptions students have. The reteach date is planned within the lesson plans. We have daily scheuled PLC's for Reading and Math for all grade levels where teachers teams meet with an instructional specialist. PLC's consist of introduction information and resources to new units, data digs, know/shows, mini PD's, creating exemplars etc.
<b>Planning for Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>Yes</b>	

**Full Implementation: Vision**

At full implementation school leaders, instructional specialists and teachers will meet daily during PLCs to analyze and disaggregate data to monitor student data progress using the DDI process. After each assessment campus leaders will meet to analyze the data to use to make campus wide instructional decisions. They will also meet with teachers during PLC to discuss individual student performance (which students need re-teach) and to determine the lowest TEKS. Re-teach plan - Once the data has been analyzed, the information will be used to adjust lesson plans and write re-teach plans on TEKS not mastered by students. The re-teach plan will be documented the calendar to ensure re-teaching occurs consistently and by identifying when during the class period the re-teach will happen. Released STAAR questions will be added to the next SCA to assessment student progress on the re-teach. Teachers will unpack the lowest TEKS by creating a Know and Show and a teacher exemplar. Student exemplars (high, medium, low samples) will be used to identify the learning gap. The master schedule will continue to allow for ELAR and Math teachers to have an additional PLC period to ensure the time to meet and implement the DDI process with fidelity.

The goal is to build capacity in teachers by ensuring they understand the standards, know students according to their needs and plan for re-teaching to improve student leanring. The DDI process will drive instruction. Data will be will be displayed around the building to foster ownership from students and teachers. Students will also keep individualized data trackers to track their own learning. The campus will continue to use the Growth Tracker Tool to monitor the progress of each student and the progress of the campus in each domain.

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

## School Improvement Turnaround Plan

### District Commitment Theory of Action

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

The district will provide on going support for coaching of the campus leader, work with the principal and leadership team to protect their time in a way that aligns to instructional leadership roles and responsibilities, while also working with the campus to allow for sufficient control with the hiring process, as well as **supporting the campus in developing a mission and vision fostering high expectations along with support for lesson planning and formative assessments**, partnering with the curriculum division to provide the campus with the necessary tools and resources for curriculum and instruction, **and provide the campus with resources to protect time for PLC and DDI process**, 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.
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<p>We will strive to build capacity in all of our leaders and teachers this year through implementing an effective DDI process by training leaders and teachers on the DDI processes and incorporating consistent data meetings into campus practices. Instructional Leaders are tasked with building capacity in teachers by using the formative assessments, Data Driven protocol (creating Know &amp; Show of standard, creating teacher/student exemplars), and backwards planning, to help drive instruction. Engaging teachers through the DDI process will help them determine the gap between the student work and the exemplar. We will give short cycle assessments according to the assessment calendar to monitor student learning and disaggregate the data to make necessary adjustments as we move forward . We will also work toward reteaching TEKS that are an area of weakness for the campus as determined by the DDI process. A re-teach plan will be developed to address the learning gaps or misconceptions and then posted on the calendar. The master schedule will continue to allow for teams of teachers to meet and collaborate using agendas to guide discussions and actions.</p>	<p>Relay, DDI,</p>	<p>2020</p>	<p>The scope and sequence of the DDI training includes training campus leaders and Instructional Specialists on the DDI process and then having them model it for teachers during PLCs. Leaders and Specialists will lead the PLCs for a period of time and then begin to release the responsibility to the teaching team. The leadership team will combine professional development, coaching, facilitating, modeling, and observation feedback to provide ongoing support. The leadership team will continue to receive on-going Relay training to help build their capacity so they can in turn work toward implementing the Relay practices at the campus level.</p>	<p>1.1, 5.3</p>
<p>The district will build capacity in the Campus Leaders by developing their leadership and coaching skills using the criteria of the Essential Actions and establishing clear roles and responsibilities. The roles and responsibilities will be published and shared with leaders. The campus will also create tracking tools to track high leverage actions of leaders. Leaders will also be evaluated on performance goals that are measurable, written and agreed upon by them and the principal. Leaders will be responsible for building capacity in teachers through establishing clear roles and responsibilities, coaching, and documenting progress.</p>	<p>Relay</p>	<p>2020</p>	<p>The campus principal and the Executive Director are training in the Relay coaching model. This allows for the Executive Director to coach the principal and the principal in turn coaches the Assistant Principals and teachers to impact student performance. Campus instructional leaders also have clear roles and responsibilities that are documented and monitored. Campus leaders are developing and using tracking tools to track all areas of responsibility. Areas of focus are: Attendance at PLC's, Appraisals and walk-throughs, school-wide duties, professional learning, teacher coaching and student discipline and attendance.</p>	<p>1.1</p>



<p>The district will build capacity in leaders and teachers by working collaboratively with teachers to provide support and training on using the Year at a Glance (YAG), Instructional Focus document and the lesson planning mat, and content based resources to ensure lessons are aligned to the TEKS. The campus leadership team will provide teachers with the necessary instructional support by creating time for PLCs in the master schedule and having Instructional Specialist lead the PLCs to build capacity in teachers. The Instructional Specialists train teachers on how to unpack a standard by using the Know and Show process, evaluating student exemplars, and lesson planning as a team. This process helps struggling or new teachers with how to use and implement instructional resources more effectively in their lessons. The campus leaders will also build capacity in teachers by training them on how to use assessments to drive instruction using the backwards planning design to plan effective lessons and re-teach.</p>	<p>Curriculum Department</p>	<p>2020</p>	<p>The scope and sequence of aligning curriculum and assessment has been an on-going process from the district and the campus level. Teachers have been trained in the DDI process along with training on how to utilize resources during all district and campus PD days. All training and PLCs are documented on a calendar to ensure implementation. Instructional Specialist continue training and working with teachers on lesson planning and how to use the different documents for effective lesson planning that are aligned to the TEKS.</p>	<p>4.1</p>
<p>The campus is building capacity in the leadership team to create a vision of the campus by providing training in Relay and CHAMPS to address school culture and routines. The Leadership team planned and scripted routines for 4 high leverage areas (morning arrival, lunch, transitions, dismissal) to train and practice with teachers before rolling it out to students. The goals are to establish procedures and routines that foster a safe learning environment for all students, and to establish teacher and student expectation for behavior.</p>	<p>Relay, CHAMPS</p>	<p>2020</p>	<p>The leadership team is receiving training with Relay to identify strong school culture routines and procedures. The team then trains and practices with the teachers. Leaders and teachers were also training on CHAMPS strategies and have received mini-PD as necessary to support implementation in classrooms.</p>	<p>3.1</p>

<p>The campus builds capacity in teachers during the hiring process by utilizing a teacher hiring committee to interview candidates as a way of finding the right fit for each position. The district builds capacity in leaders by utilizing executive directors to provide support in how to hire, support, coach and retain teachers. The PLC process is a major part of the instructional support given to teachers, especially the new or struggling teachers. Campus leaders also work in conjunction with HR and the substitute office to help find qualified candidates.</p>	<p>Alternative Certification programs, job fairs,</p>	<p>2020</p>	<p>Principal will communicate with HR and sub office regarding positions open. HR communicates with campus principal about possible candidates. The hiring committee will interview possible candidates and references will be checked. Once hired the leadership team that includes the instructional specialist along with the curriculum department will offer support and coaching throughout in the areas of curriculum and classroom management. Principal also communicates with alternative certifications to look for possible candidates based on needs.</p>	<p>2.1</p>
<p>The campus will build capacity in teachers to impact student outcomes by engaging teachers in training to write effective lesson plans. Campus leaders will be trained in the Relay lesson planning steps and they will train teachers. Teachers will learn the following: how to write an effective lesson plan by aligning the objective of the lesson to the formative assessment (exit ticket); internalize the lesson by scripting and practicing the "I Do" part of the lesson; writing an exemplar of the student response; teach and foster habits of evidence; monitor aggressively; and analyze and use the formative assessments to drive the re-teach. All lessons will be aligned with the curriculum scope and sequence and all lesson objectives will be aligned to the standards.</p>	<p>Relay</p>	<p>2020-21</p>	<p>The training will begin with campus leaders and Instructional Specialist this spring and next fall. Teachers will receive professional development at the beginning of the year along with district and campus training during professional development days throughout the year. Teachers will also receive support and coaching during PLCs.</p>	<p>5.1</p>

*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.*

<p><b>Pre-Implementation</b></p>	<p><b>Essential Action</b></p>
<p>Campus leadership team will attend the Relay training during the summer to improve their understanding of high leverage actions and their impact on student learning.</p>	<p><b>1.1</b></p>
<p>District and campus leaders and teaches will train on district endorsed instructional programs during Leadership University in the summer.</p>	<p><b>4.1</b></p>
<p>The campus leadership will outline the routines and procedures that will be rolled out to teachers and students at the beginning of the school year.</p>	<p><b>3.1</b></p>
<p>The campus leader will review the applicant pool daily to prioritize hiring to ensure the campus is fully staffed before school starts.</p>	<p><b>2.1</b></p>

The district and campus leaders will provide staff development before the beginning of year that addresses effective lesson planning and the effective use of formative assessments to drive instruction.	5.1
<b>Implementation Year 1</b>	<b>Essential Action</b>
Leadership team will plan the stages of training and implementation of Relay throughout the year to ensure a safe school culture, high expectation, alignment of curriculum and assessment (DDI). The leadership team members will be held accountable for conducting their roles and responsibilities through the TPESS process.	1.1, 5.3
The District will continue to provide the campus with assessments that are aligned to the standards, lesson planning tools, and core instructional materials in order to facilitate teachers becoming more knowledgeable on the standards and the lesson planning process. The district will also provide an assessment calendar for campuses to do instructional planning for the year.	4.1
The campus will re-evaluate the implementation of the previous year to plan a more effective roll out of campus wide routines and procedures to ensure the process is refined and embedded as part of the school culture. They will also utilize the Relay rubric to continuously evaluate the effectiveness of the current routines and procedures and reset when necessary.	3.1
The campus will plan additional activities to improve the recruiting and retention along with implementing Opportunity Cultures to increase the capacity and quality of the staff overall.	2.1
The district and campus will train teachers on how to write an effective lesson plan by aligning the objective of the lesson to the formative assessment, scripting and practice.	5.1
<b>Implementation Year 2</b>	<b>Essential Action</b>
Leadership team will solidify the DDI process during PLC meetings and release responsibility to department chairs and/or lead teachers. They will also ensure it is conducted with fidelity.	5.3
The district and campus curriculum specialist will focus monitoring teacher lesson plans to ensure lesson rigor and alignment to state standard.	5.1
The campus will revisit the vision, mission and values of the campus in order to align with the Essential Actions success criteria.	3.1
The campus will hire applicants that best fit the job description and the needs of the campus to increase the quality of the teaching staff through the hiring process.	2.1
The campus will remove all barriers to solidify the implementation of Opportunity Culture to ensure students are being taught by the highest quality teachers on the campus.	1.1
<b>Implementation Year 3 and beyond</b>	<b>Essential Action</b>
<i>Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation. A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.</i>	
Campus will continuously analyze and adapt the leadership roles and responsibilities to the needs of the campus.	1.1, 5.3
Teachers will continue to plan data driven lesson plans aligned to the TEKS and they will receive high quality feedback on lesson plans with time to respond to the feedback.	5.1
The campus will retain high quality staff through the implementation of Opportunity Culture to compensate high performing teachers to teach more students.	2.1
The campus will continue to protect the PLC time through the master schedule and monitor the implementation of the DDI process during PLCs by requiring school leaders to attend and facilitate the PLC.	5.3

**Budget and Financial Resources**

*Funds outlined in the budget table should include any supplemental costs required to implement the turnaround plan for 2 or more years.  
For example, salaries for teachers and principals should not be included; however, if the initiative calls for teacher stipends to cover extra duties, those costs should be accounted for in the table.*

<b>Category</b>	<b>Amount</b>	<b>Description</b>
Payroll	\$ 280,000.00	Additional staff to create block scheduling for 8th grade ELAR and 7th grade Math. 8th grade ELAR is the priority since read
Professional Development	\$ 36,000.00	Additional staff training on Relay
Supplies and Materials		
Other Operating Costs		
Capital Outlay	\$ 120,000.00	Remove lockers in the hall and create additional classroom space.

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

**School Action-Reassign**

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

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

**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

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**Year 1 - Planning Phase 3: Approve and finalize plans and goals for student reassignment to new schools**

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

**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

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

## School Action-Restart: Turnaround Plan

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

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

## 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



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

## School Action-Restart: Partner Managed Plan

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

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

### 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
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**Year 2 - Implementation: District implements partnership with fidelity**

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

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

## School Action-New School: District Managed Plan

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

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

### 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

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

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

**Year 2 - Implementation: District implements new school with fidelity**

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

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

## School Action-Restart: Partner Managed Plan

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

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

### 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



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

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

**Year 2 - Implementation: District implements partnership with fidelity**

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