

Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
Ector County ISD	Dr. Scott Muri	Dalia Benavides	Dr. Donna Smith
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Bowie Middle School	068901043	Brian Ellington	Dalia Benavides
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	23-10-2019	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					
Roles and	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Implementation Level At Diagnostic</td> <td>Campus instructional leaders have clear, written, and transparent roles and responsibilities. Administrative walk throughs are placed on a weekly calendar. Each administrator is assigned a minimum of five walkthroughs per week. In addition, the Leadership team meets weekly each Wednesday morning. Performance expectations are written in the list of responsibilities provided to members of leadership and all staff in Bowie Handbook. Administrators and teachers submit their professional goals in Eduphoria at the beginning of</td> </tr> <tr> <td style="text-align: center;">Beginning Implementation</td> <td></td> </tr> </table>	Implementation Level At Diagnostic	Campus instructional leaders have clear, written, and transparent roles and responsibilities. Administrative walk throughs are placed on a weekly calendar. Each administrator is assigned a minimum of five walkthroughs per week. In addition, the Leadership team meets weekly each Wednesday morning. Performance expectations are written in the list of responsibilities provided to members of leadership and all staff in Bowie Handbook. Administrators and teachers submit their professional goals in Eduphoria at the beginning of	Beginning Implementation	
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Beginning Implementation					

1.1 Develop campus instructional leaders with clear responsibilities.

Prioritized Focus Area from ESF Diagnostic?	the year. The principal provides a T-TESS focus on every weekly bulletin that highlights an T-TESS Objective of the week to focus on during instruction. Each teacher is made aware of the expectations of walkthroughs and observations from their assigned evaluator during the pre conference held before the observation and at TTESS training at the beginning of the year.
No	
Full Implementation: Vision	
Full Implementation will include the following: Campus instructional leaders will have clear, written and measurable roles and leadership tasks that are scheduled on a weekly calendar. These actions include; ILT meetings, observations and walk throughs. Performance expectations will be written clearly, describing protocols and processes necessary for effective leadership of departments, grade-level teams or other leadership responsibilities. The campus leadership team will meet on a weekly basis to focus on student progress and formative data. The Leadership Team will use agendas and records minutes during meetings. On the minutes form, the campus will add a "Next Steps" category in order to outline the next steps in the process as a follow up which will include student performance data as part of progress monitoring. The principal will conduct coaching sessions with assistant principals and Instructional Specialists to improve their coaching skills. The principal will also create a calendar to attend PLCs, duty stations, and other areas to observe the leadership team in high leverage actions.	

retain a full staff of highly qualified staff.

Current Implementation: Summary	
Implementation Level At Diagnostic	EA 2.1 - The current implementation of this Essential Action is at a level 2. The campus administrator attends recruiting Odessa Pathways to Teaching recruiting fairs, continuously researches for new applicants on the lists provided by the Human Resource office to find possible applicants. They look for high quality certified applicants to fill all current positions filled with long term substitutes. The selection process consists of using consistent interview questions and a rating scale filled out by all of the hiring committee members. The campus uses a culture and climate survey with data as well as a student survey that focuses on strengths, areas of improvement, bullying and obstacles to learning. Teachers are placed based on area of certification, STAAR data, and student performance. In areas where a certified teacher is not available, the administrators identify high quality substitutes and place them for short term placements. Long term substitutes are retained by having a positive experience on campus.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	
Full Implementation: Vision	

2.1 Recruit, select, assign, induct and i
educat

Full implementation will also include the campus creating a pamphlet with information specific to Bowie to hand out in an effort to attract candidates to Bowie, disseminate a copy of the job description to provide guidance on establishing a high quality candidate, and provide each applicant a scenario to address as part of the interviewing process. Campus leadership will implement recruitment strategies that focus on hiring of highly qualified teachers through attendance of recruiting fairs, building partnerships with local university college of education, and communication with alternative certification programs. New hires are assigned to positions of strength according to their certification and experience. Teachers are placed based on area of certification, STAAR data, and student performance. Administrators evaluate staff and provide coaching and professional development based on need and appraisal goals to facilitate continuous improvement. Grade level and content support is provided through the PLC process and professional learning by the Instructional Specialists, administrators and district support staff. Effective substitutes will be identified and it will be the priority of campus leaders to retain them for continued use.

3.1 Compelling and aligned vision, mission, goals, values focused on a safe
environment and high expectations.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	The school vision statement and student creed are listed in the campus handbook, both of which were created by campus leadership. The campus supervision plan and CHAMPS training provide specific expectations of campus routines and procedures. The plan provides expectations of teachers and administrators that were developed using templates from RELAY training. The supervision plan includes expectations for arrival, passing period, lunch routines and dismissal. Campus wide expectations have been established and maintained through the use of CHAMPS program. There are hallway CHAMPS expectations posted in the building. In addition, there are CHAMPS expectation posters in most classrooms. There have been several resets to campus wide expectations when consistency of routine implementation has been lacking. A staff survey was conducted that shared information on staff job satisfaction at Bowie. In addition, a student survey (Youth Truth) was conducted that provided information on student feelings towards campus strengths, areas of
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	
<u>Full Implementation: Vision</u>	
At full implementation, we will have revised our campus vision statement and student creed with the help of students, school staff and parents in order to refine the essential foundations of our school values. Our mission statement and student creed will be displayed in classrooms and visible areas within the school. All staff members and students will be able to quote the mission statement and student creed. The campus mission statement and student creed will be listed in the staff and student handbooks. Relay Training on schoolwide procedures and class routines will be a continued focus at Bowie Middle School. Campus routines will be established and maintained that include expectations for; arrival on campus, class transitions, classroom procedures, lunch procedures and dismissal procedures. Class routines will be monitored in walkthroughs and trend walkthroughs. Hallway and classroom CHAMPS expectations will be posted that remind students and staff of campus expectations. We will continue to conduct student, staff and parent surveys. The data compiled from these surveys will be shared with all stakeholders and used as feedback to develop plans for constant improvement of Bowie Middle School.	

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Eac	
	Implementation Level At Diagnostic	The district provides curriculum support through content coordinators and instructional specialist. The coordinators work with the ISs and teachers to train them on instructional programs the campus is implementing. They also provide support by making sure the curriculum is aligned to the assessments by creating district wide Short Cycle and Benchmark Assessments. Instructional specialists also ensure instruction is aligned to the TEKS by working with teachers during the DDI process to unpack the standards and plan backwards designed lessons to drill down to the skill level. Teachers receive support from the district and instructional staff in developing lesson plans that are aligned to the TEKS. Teachers are trained to use the YAG, instructional focus document, lesson planning mats, and pacing guides. Lesson planning support is provided during PLCs. PLCs are conducted using agendas and minutes. The campus currently uses an hour and a half block for 6th and 7th Grade ELAR to provide small group instruction. In addition, Bowie has implemented the Teach to One Math Program in 6th Grade in an hour and a half blocked class period. The Teach to One Program provides individualized instruction for all students to improve math skills. The ESL Facilitator conducts daily pullout intervention for ELLs using the Summitt K-12 program. Special Education students are supported through accommodations, the Brain Child program and co-teach/resource services.
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Full Implementation: Vision		
<p>At full implementation, Bowie Middle School will have instructional materials with key ideas, essential questions, recommended materials, and content rich texts. Instructional materials will also be implemented with fidelity in all classrooms. Recommended instructional materials are utilized during instruction and in the hands of students, i.e. manipulatives for Teach to One Math, work stations for ELAR etc. In addition, campus PD will be built in to the calendar in order to introduce job embedded professional development focused on curriculum and instructional materials. PLC agendas will also include the opportunity to connect data analysis with re-teach plans and instructional materials. Curriculum and assessments will be aligned to the TEKS with an emphasis on readiness standards. District created assessments will be administered frequently through use of Short Cycle Assessments (SCAs) and Benchmark Exams which are cumulative and aligned to standards at the appropriate level of rigor. Curriculum will be structured in logically sequenced units of instruction backwards planned from assessments. Teachers will continue to follow TEKS Resource YAG, Instructional Focus document and pacing guide which are aligned to the state standards. Lesson planning will include the resources provided by the district and the State standards in order to plan with purpose. Lesson planning will be focused on aligning the lesson objective with the formative assessment (exit ticket) and the use of DDI to target high leverage TEKS during the reteaching process. Recommended instructional materials will be provided by the district to ensure quality instruction is occurring to the rigor of the specificity of the TEKS. Materials and instructional programs are research based and provided by the state and or district. The district and campus will continue to provide ongoing professional development that is focused on curriculum and aligned to the TEKS.</p>		
Assessments.	Current Implementation: Summary	
	Implementation Level At Diagnostic	Lesson plans are entered in eduphoria on a weekly basis. 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 for the re-teach. Assessments are aligned to the objectives.
	Planning for Implementation	Campus instructional leaders are working to evaluate lesson objectives and activities to ensure they are aligned to the standards and

5.1 Objective-driven daily lesson plans with formative as

<p>Prioritized Focus Area from ESF Diagnostic?</p>	<p>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.</p>
<p>Yes</p>	
<p style="text-align: center;">Full Implementation: Vision</p>	
<p>At full implementation campus leaders will provide teachers feedback that measures whether or not the lesson objective is aligned to the standards and if there is alignment between the objective and the formative assessment. The district will provide lesson planning documents for teachers to help ensure that lessons are aligned to the standards and the scope and sequence of the curriculum . Campus Instructional leaders will continue to work toward ensuring lessons have an objective, opening/closing activities, time stamping, and instructional activities that are engaging and aligned to the rigor of the specificity of the TEKS. Assessments and learning activities will continue to be aligned to the TEKS. Teachers will become more knowledgable of the TEKS as they unpack standards before teaching a unit and after the assessments. Instructional specialists provide documents at the beginning of the units along with the short cycle assessments for that unit. We will continue to assess students and disaggregate data during the DDI process to determine gaps that need to be addressed during the reteach process and spiraled in for additional practice during future lessons. Our goal is to enhance differentiation for our ELL and special needs students as we move forward. Instructional leaders will continue to meet with teachers during regularly scheduled PLC times to help facilitate lesson planning and offer suggestions within a timely manner so adjustments can be made before delivery. Administrators will monitor lesson plans submitted in eduphoria and provide bite-sized feedback that will have a positive impact on student achievement. Monitoring of the content will take place as campus leaders do walk-throughs in mutple classrooms for teachers of the same grade and content.</p>	
<p style="text-align: center;">Current Implementation: Summary</p>	
<p>Implementation Level At Diagnostic</p>	<p>Bowie currently follows a short cycle assessment calendar developed by the district. PLCs conduct data analysis of SCA results. PLCs create re-teach plans using Do Nows, Exit Tickets and Work Stations. Students are re-assessed on low performing highly tested TEKS</p>
<p>Planning for Implementation</p>	<p>after the administration of the next Short Cycle Assessment. The campus has a PLC time built in to the master schedule for 6th and 7th Grade ELAR and Math. All other core teachers conduct weekly PLCs during their conference time. Student growth is tracked on visible</p>
<p>Prioritized Focus Area from ESF Diagnostic?</p>	<p>charts in each classroom.</p>
<p>Yes</p>	
<p style="text-align: center;">Full Implementation: Vision</p>	

struction.

5.3 Data-driven in

Full implementation of Data Driven Instruction will have the following components: Campus Leadership team will meet after each SCA to disaggregate and review data in order to make data informed decisions. Student performance on short cycle assessments will be monitored in Domain III using information from Lead Forward Data (SPED current and former, ELL, Economically Disadvantaged etc.) Coaching and support of teachers will be informed by data and teacher will learn how to make a connections between the data and what needs to planned for lessons. Teachers will unpack the standars before they begin teaching the unit and then use the teacher and student exemplars after the formative assessments to help determine the gap in learning. PLCs will identify gaps between exemplar and student work by comparing the student work to the high student exemplar. Teacher team meetings include discussion of formative and interim student data, effective teaching strategies and suggested adjustments to delivery of instruction. PLCs will compile student data from SCAs and track student, subject and campus progress and growth throughout the year. Campus hallways will include at least one visible student progress tracking artifact, which is regularly updated. Students will also create an individual assessment tracker.

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

School Improvement Turnaround Plan

District Commitment Theory of Action

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

If the District provides ongoing support and coaching to build the capacity 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 with instructional leadership roles and responsibilities, and supports the campus with attending and actively engaging in capacity building activities, while also working with the campus to allow for sufficient control with the hiring process, as well as partnering with the Curriculum and Instruction team 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 refine the roles and responsibilities of leaders, drive toward creating a more data driven school culture and ensure teachers are using high quality lesson plans aligned to student learning objectives. The campus 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.
<p>Administrators and Instructional Specialists are tasked with building content and pedagogy capacity in all instructional staff. The campus will use formative assessments and Data Driven protocol (create Know/Show, complete teacher/student exemplars) to write and plan objective driven lesson plans. Leadership will also use the Relay lesson planning protocols to set expectations for teachers and monitor quality of lesson plans. Training on lesson planning will include writing an objective that is aligned to the standards, aligning the objective of the lesson with the formative assessment, and planning for differentiation.</p>	<p>Relay, District Curriculum</p>	<p>2020</p>	<p>Year one; the campus staff will learn the DDI and lesson planning protocols and begin implementation of both. The campus will continue to refine the skills of teachers in both of these areas in order to build capacity over time. Evidence of capacity will be determined when teachers are able to effectively engage in the DDI and lesson planning process independently. Leadership team will participate in Relay Training and implement Relay DDI practices in PLCs, lesson planning and coaching of teachers. Lesson planning implementation will be supported by Instructional Specialists and district Curriculum and Instruction Department.</p>	<p>5.1, 5.3</p>

<p>Bowie Middle School will create clear roles and responsibilities for all staff members and performance expectations that are clear, written, and measurable. Campus teaching staff will use consistent written protocols and processes by department and grade level teams. Campus instructional leaders will meet weekly to focus on student progress and formative data. The principal will conduct job-embedded feedback loops with instructional leadership team members for continuous improvement. This will be done through the Relay coaching model.</p>	<p>Relay, District Curriculum</p>	<p>2021</p>	<p>Year two: The instructional leaders will provide comprehensive lists of responsibilities for each staff member. Performance evaluations will have measurable goals that are pre-determined, written, and agreed upon by all staff members. Lead team members and instructional specialists will implement agendas and tracking tools as their responsibility that will include observations and feedback. Lead team meetings will have written agendas, record meeting minutes, next steps with follow-up techniques, and data analysis and progress monitoring. This process will be enhanced by techniques and processes taken from Relay Training that Principal, DCSI, and leadership team have gone through.</p>	<p>1.1</p>
<p>It is our goal to transform the culture of the campus through implementation of school wide systems and routines procedures gained from ongoing Relay training. The Leadership team will train staff on schoolwide culture routines and procedures such as; morning arrival, lunch routines, passing period, dismissal, beginning and end of class expectations. Staff will also be trained to implement a "reset" when it appears that systems are lacking in quality of execution.</p>	<p>Relay, District Exective Directors</p>	<p>2020</p>	<p>Year one: Leadership team, including Principal and Principal Supervisor will train staff on schoolwide culture routines and expectations gained from Relay training. Progress will be monitored by Leadership team and Principal. Trend walkthrough forms and routine trackers will be used to ensure implementation campus wide. Data from trend walkthroughs and trackers will be used to refine cultural routines. In addition, staff will be trained to implement a reset of routines and procedures when it appears that implementation is lacking.</p>	<p>3.1</p>
<p>Bowie Middle School is engaged in creating and continually refining the campus' mission, vision, and values. Our campus policies will demonstrate high expecations and shared ownership for student success with a drive towards college and career readiness. All staff members will share an understanding of the mission, vision, and values in practice and be able to explain how they are present in the daily life of school.</p>	<p>Campus Team</p>	<p>2021</p>	<p>Year two: Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students. Practices and policies are captured in writing and consistently implemented with fidelity. Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed. Staff can articulate the school's mission, vision, and values without prompting necessary.</p>	<p>3.1</p>

<p>It is the campus goal to increase staff involvement in the hiring and retention process. We would like to build capacity in this process, by creating a hiring committee that will refine and implement the process of hiring of qualified teachers. The hiring process will include; Leadership Team attending job fairs, helping modify the interview selection process, and participating in interviews for candidates. We aim to have more campus based professional development for our teachers that is job embedded and led by Campus Instructional Staff and Administrative Team. The hiring committee will also be tasked with hiring ong term substitutes and identifying high-performing substitutes and building positive relationships with them.</p>	<p>District Human Resources, Campus Team</p>	<p>2021</p>	<p>Year two: Work will be done internally. A hiring committee will be created whose membership is dependant on the position in which the teacher candidate has applied for. The Leadership Team will ensure we have allotted time on our yearly calendar to meet with our committees, plan, and gather feedback on the processes. We will create different year-long PD opportunities and calendars for our teachers.</p>	<p>2.1</p>
<p>Bowie Middle School will strive to implement one and a half hour block scheduling for Grades 6-8 ELAR and Math. The additional time in class will allow for variety of teaching modalities in the ELAR and Math classroom as well as providing time for necessary interventions. In addition, Teach to One Math will be implemented in all three grades 6-8. Seventh grade will begin TTO in 2020-2021 and 8th Grade will have full implementation in 2021-2022. Curriculum will be aligned to the TEKS with an emphasis on readiness standards. Lessons will be aligned to TEKS, structured in logically sequenced units of instruction backwards planned from assessments.</p>	<p>Campus Team and District ED</p>	<p>2021</p>	<p>Year two: Our aim is for block to extend to 7th and 8th grade Math and 8th Grade ELAR. Teach to one Math will now be implemented in 8th Grade in an hour and a half block period In 2021-2022, Teach to One Math will have full implementation from grade 6-8 at Bowie. Teach to One Math Teachers will be trained by TTO and supported by the Math Director for Bowie as well as the IS and District Math Coordinator. ELAR teachers will be trained and supported by District Curriculum and Instruction Personnel and supported by the Instructional Specialist and District ELAR Coordinator. Lessons and Unit Overviews will follow the YAG and Scope and Sequence madated by district.</p>	<p>4.1,5.3</p>

Critical Implementation Milestones

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

<u>Pre-Implementation</u>	<u>Essential Action</u>
<p>Unpack standard and create exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills before the beginning of the next school year so all core subject teachers understand the expectations.</p>	<p>5.3</p>
<p>PLC's or team meetings must have unified agendas, norms, protocols, and expectations before the school year begins.</p>	<p>5.3</p>
<p>Evaluate lesson objectives and activities aligned to standards, scope and sequence, and the expected level or rigor to show growth for students.</p>	<p>5.1</p>
<p>Teachers will review current students' previous STAAR scores to help identify their level of understanding and to help create differentiation and inervention strategies.</p>	<p>5.1</p>
<u>Implementation Year 1</u>	<u>Essential Action</u>
<p>Teacher will create and submit daily lesson plans weekly that include clear objectives, opening activities, pacing, instructional activities with differentiation, and formative assessments that are curriculum-driven and aligned with scope and sequence to ensure improvements in student outcomes.</p>	<p>5.1</p>
<p>Campus instructional leaders will review lesson plans to give teachers feedback to the objectives, activities aligned to the standards, and exit tickets in a timely manner to allow for making necessary changes before delivery of the lesson.</p>	<p>5.1</p>

Teachers, ISs and administrators are engaged in weekly data meetings through PLCs that analyze data, identifying TEKS that will be targeted in the re-teach process in order to improve student achievement.	5.3
Teachers, ISs and administrators will unpack the standards and create the exemplar through the PLC Process. Teachers will unpack the standards and the teacher and student exemplar into the knowledge and skills students must learn in order to improve student performance.	5.3
Implementation Year 2	
Essential Action	
Leadership team meetings include written agendas , recorded meeting minutes, and next steps captured along with follow up -techniques, with an emphasis on data analysis and progress monitoring.	1.1, 5.3
Curriculum-driven aligned to the scope and sequence, daily objective is aligned to the standard, and written as a measurable student learning output.	5.1
Campus will implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job embedded training linked to high quality curricular resources.	4.1
Grade-level and content area team selection and assignment of teacher leaders is based on demonstrated track record of student achievement and leadership skills.	2.1
Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenge and strategies to ensure all students succeed	3.1
Implementation Year 3 and beyond	
<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>	
Essential Action	
Hiring criteria is established prior to selection activities and includes demonstration of core knowledge, beliefs in potential for all students, and a willingness to learn more to become a more effective teacher each year.	2.1
Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them.	3.1
The scope and sequence, units, short cycle assessments, and district assessments are aligned to the standards for all tested subject and grade areas and structured in logically sequenced units of instruction backwards planned for assessments.	4.1, 5.3
Teachers and leadership members participate in meaningful professional development opportunities throughout the year that are aligned to campus focus and results in student success and growth.	1.1
Precise and bite sized: 1 to 5 pieces of feedback per weekly lesson plans that focuses on the teachers actions that would have the greatest positive impact on student learning.	5.1
Campus hallways and classrooms need to have at least one visible student progress tracking artifact, which will be regularly updated.	5.1

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	\$ 420,000.00	7 additional teaching positions for full implementation of TTO and Block Scheduling for 8th Grade ELAR
Professional Development	\$ 36,000.00	Continued staff Training on Relay
Supplies and Materials	\$ 60,000.00	Purchase of 8 additional Computers on wheels and Chromebooks for full implementation of Teach to One in all 3 grades
Other Operating Costs		
Capital Outlay	\$ 400,000.00	4 additional portable buildings to accommodate for full implementation of Block Scheduling and Teach to One

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

<u>Year 2 - Implementation: District implements new school with fidelity</u>					
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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