

# Campus Turnaround Plan

## Campus Information

District Name:	Superintendent:	DCSI:	Board President:
West Orange-Cove CISD	Dr. Rickie Harris	Dr. Larry Haynes	Mrs. Ruth Hancock
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
West Orange-Stark Middle School	181906041	Mr. Brodrick McGrew	Dr. Larry Haynes
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	Jan-19	Monica Mahfouz ESC 5	

## Turnaround Method

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

Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	√
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	
School Action-Restart: District Managed	Restart a school by implementing the Accelerating Campus Excellence model or ACE-like model (including Accelerating Campus Excellence (ACE) turnaround plans).	
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	

## Outcomes

*For each essential action, describe the **current implementation level** on the campus (using the ESF Diagnostic Summary Report) and what **full implementation** will look like on this campus. Reference the Key Practices in the Effective Schools Framework to develop the vision. Campuses should strive to be at or near full implementation within two years after implementing this Turnaround Plan for two years.*

Current Implementation: Summary		
<b>clear roles and responsibilities.</b>	Implementation Level At Diagnostic	The leadership team meets every Friday to monitor the academic progress of students. We currently have job descriptions with clearly defined roles for all of the members of our campus administrative team. Evaluation documents (TPESS) are aligned to the job descriptions. Campus leaders have been assigned a core content area to focus on, including the TTESS evaluation of all teachers within that content area. Expectations for follow-up visits with teachers after walkthroughs and the requirement of coaching teachers have been clearly delineated. The administrative team meets every Friday to discuss walkthrough visits, campus discipline and instructional concerns. They also celebrate successes and recognize great work. There is a need to further develop teacher leaders, particularly those who are serving as mentors for struggling teachers. Our leadership team has been trained with Relay GSE (Get Better Faster), but there is a need for follow-up training and opportunities for practice to sharpen coaching skills.
	<b>Partial Implementation</b>	
	Prioritized Focus Area from ESF Diagnostic?	
	<b>No</b>	

1.1 Develop campus instructional leaders with c

**Full Implementation: Vision**

At full implementation, all job descriptions will be updated to reflect the additional duties required to help the campus sustain growth. Job descriptions for Instructional Coaches will be clear and concise. As new hires come on board, a clear set of written expectations will be provided during the interview process. Deeper, more thought-provoking questions will be in place for all interviews. Teachers and administrators will begin to get comfortable with the significantly increased levels of coaching and monitoring required. Teachers will lead coaching sessions during their PLC meetings and PD sessions. Campus leaders will add additional content areas to their evaluation rotation. They will also organize, plan, and deliver PD sessions to staff members. Their TPESS evaluations will reflect attainment of their short-term goals and significant progress towards their long-term goals. The principal will assign new responsibilities to administrators as they become ready to assume more responsibilities. The teacher-coaching model will be fully implemented with follow-up conversations becoming a part of our identity. With the additional coaching and support, job satisfaction among campus teachers should increase. Teachers should experience success with regards to student growth in all content areas. Campus turnover rates would drop by at least 5-10% over a three year period. All campus instructional leaders will implement and use standardized protocols and procedures for communicating with stakeholders, sharing information, conducting professional development sessions with teachers, and participating in all leadership-related activities on the campus. A self-reflection component will be developed and used for evaluative purposes and for completing the annual needs assessment at the end of the school year. A calendar of regularly scheduled training sessions/PD for campus administrators will be developed and implemented based on TPESS data and information gleaned from the needs assessment and self-assment processes.

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Current Implementation: Summary**

Implementation Level At Diagnostic	Currently, the campus has clear selection criteria, protocols, hiring, and induction processes in place. The placement of teachers is strategic and based on the needs of students and teacher strengths. The overall campus turnover rate has improved over previous years. A comprehensive mentoring program is in place for all new staff members (new to education and new to us). Qualified mentors have been assigned. New employees are provided with two full days of induction prior to the start of the school year. Recruitment efforts by our HR Department has been extensive. The District has implemented a "Grow Your Own" model to assist aspiring educators who desire to work here with college expenses. High levels of support are being provided to teachers in the areas of classroom management, instructional delivery, and understanding the TEKS.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	

**Full Implementation: Vision**

With full implementation, staff turnover rates will drop below 10% for all positions (professional, paraprofessional, support personnel). Staff members will express higher levels of job satisfaction and overall support via an online survey. We expect to have a qualified pool of applicants for all teaching positions once we reach full implementation. We have significantly increased the salaries of beginning teachers over the last three years. Opportuntites to earn additional money through our merit pay plan (STAAR scores, student growth, campus distinctions) are also in place. Pre-service expectations regarding the campus's behavior management plan will be shared, explained in detail, and practiced by all new employees. Our recruiting efforts will extend beyond Texas and Louisiana. We will expand our "Grow Your Own" program for current employees and students who want to become paraprofessionals or teachers. Campus administrators will regularly post job openings on campus bulletin boards. We will partner with Lamar University, McNeese St. University (LA), Texas Southern University, and several other HBCUs ( and with the teacher certification department at Region V ESC) to create pathways for potential teaching candidates to complete their student teaching experiences with WOCCISD. Marketing materials such as flyers, banners, online links to jobs, folders filled with information about WOCCISD will be distributed at various job fairs in and around SE Texas. Our strongest content area teachers will receive training opportunities to enhance their abilities to provide assistance to struggling teachers, along with feedback regarding their performance during these sessions. We will continue to use video training clips from *Get Better Faster* to demonstrate/provide an exemplar for how these sessions should look. We will continue to look at ways to retain our quality substitutes, including the possibility of increasing daily rates in hard-to-fill areas, extending the amount of training they receive before school starts and the development of an evaluative tool to better rate their performance in the classroom. Substitutes who perform at a high rate will be given priority when openings are available. Likewise, those who consistently struggle will only be used in emergency-type situations.

**Current Implementation: Summary**

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

Implementation Level At Diagnostic	The campus currently has a distinct mission and vision statements that clearly reflect the culture of the campus. Both statements are revisited annually to determine if they still represent the campus as it moves forward. The values include high expectations for shared ownership for student success. The leadership team and staff demonstrate support for the school, mission, vision, goals, and values. The campus's goals are aligned with the district's goals. The strategies for each goal are formatively evaluated three times per year, followed by a summative evaluation in June. All of the campus leaders are involved in this process. School safety is a top priority and area of focus for the campus. While we conduct all of the drills as required, few have posed any scenarios that might require an alternative plan.
<b>Full Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	

**Full Implementation: Vision**

At full implementation, the campus will have an attainable and sustainable mission and vision statement. All stakeholders--teachers, administrators, support personnel, parents, community members, and business partners will regularly collaborate to refine our goals as needed. The District will be revisiting mission and vision statements, goals, and strategies as part of a new 1-3-5 year plan. Once the revisions are completed, these statements will be prominently displayed in all common areas throughout the school (main entry, cafeteria, gym, hallways). All stakeholders will be responsible for evaluating the progress toward goal attainment during the formative evaluation cycles. A fully-implemented growth mindset will be evident in all of our staff members and students. We fully understand where we can have the biggest impact on STAAR with our students. Our clear expectations will be that every student, regardless of where they come to us, will grow at least one year over the course of a school year; 1 year of instruction = 1 year of growth (at a minimum). Our RtI processes will be fully implemented with fidelity, identified students will receive the extra remediation they need, and overall growth will increase. The campus climate survey results will be shared with staff members during the evaluation and planning process.

ned to TEKS with a year-long uence.

**Current Implementation: Summary**

Implementation Level At Diagnostic	All campus instructional staff are required to follow the format presented in the TEKS Resource System, which is aligned with the TEKS and includes a scope and sequence broken into units and interim assessments aligned to state assessments. Curricular resources with key ideas, essential questions, and recommended materials are in place. All teachers follow the Year-at-a-Glance (YAG) and Instructional Focus Documents (IFD) for each of the TEKS. The suggested timelines for each skill are utilized, but we have found that we often need additional instructional time to teach to mastery. Our students typically are more than a year behind, so we are trying to teach new content and repair the foundation at the same time. This often leads to frustration for our teachers. We know that while coverage isn't our goal, it is still a necessity.
<b>Full Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	

**Full Implementation: Vision**

4.1 Curriculum and assessments aligned to scope and sequence

At full implementation, we will have customized the pacing schedules and unit timelines in the TEKS Resource System to better meet the needs of our students. At that point, the TEKS Resource System will become more of an instructional tool-- an added resource, rather than a scripted, inflexible lesson plan with unrealistic timeplines. Adequate oversight will be provided by campus administration to ensure that the scope and sequence documents are being followed by all classroom teachers. All teachers will post the TEK for each day's lesson on the board. Our administrative and teaching staffs will evaluate all of our curriculum documents annually and make suggestions for improvement. This ongoing process will become a part of who we are. We will have a flexible scope and sequence for all content areas that can be modified as needed, including the extension of teaching time/reteaching time. These documents will provide for coverage of the TEKS prior to the administration STAAR. All assessment dates will be on our district-wide calendar, along with review dates. Student progress will be tracked in the data room after each unit assessment and again following all benchmark/mock assessments. The campus will utilize all state-provided interim assessment opportunities. Student data will be disaggregated in Eduphoria and used to formulate scaffolding, reteach, and tutorial plans. All subpops will be tracked as part of our emphasis on Domain 3 - Closing the Gaps. Additional training through the service center (Region V ESC) and independent service providers will be utilized to help raise the instructional rigor in each content area.

5.1 Objective-driven daily lesson plans with formative assessments.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Currently, all lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments. We currently have a template in Eduphoria that teachers use to write their lesson plans. Content area teams meet weekly to discuss upcoming TEKS and ask questions regarding content delivery. The template includes TEKS, differentiation, supplies and materials, guided and independent practice, and ELPS. Teachers post the TEk, "I will" and "We will" statements on their boards, along with their ELPS goals. These components are looked for during routine walkthroughs. Administrators are assigned to specific content areas to help add clarity to the planning process and provide a point of contact when issues arise. Instructional coaches provide comments and suggestions on submitted plans weekly. Many of these comments are shared during administrative staff meetings on Fridays.
<b>Full Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>yes</b>	
<u>Full Implementation: Vision</u>	
At full implementation, we would want all content teams to submit projected lesson plans at least a week in advance with the expectation/understanding that modifications may have to be made. Lesson plans will be vetted using the TEKS and appropriate scope and sequence for each content area. Campus administrators (Principal, APs, Dean of Instruction, Instructional Coaches) and teacher leaders will meet with teachers to discuss any areas of concern. Teachers will receive feedback within a timeframe that allows for revision and resubmission of their plans. All lesson plans will be complete, with a fully implemented objective and activities that are clearly aligned to the TEKS. A clear progression of the lesson should be evident with regards to introductory activities, questions to consider, level of rigor, technology application and usage and some form of an exit ticket. Options for differentiation will be included for all lessons. All lesson plans will follow the district-approved YAG and scope and sequence. Administrators will intervene if someone gets too far behind or strays from the plan. Feedback provided by the Instructional Coach will be more prescriptive and will include specific recommendations for improvement. All lesson plans will be thoroughly vetted before teachers are allowed to proceed with teaching the lessons. When clarity is needed, teachers will demonstrate the strategies they plan to use during instruction. This will significantly decrease misalignment and "underteaching" the TEKS. The vetting process will also ensure that the proper levels of rigor are being used. Over time, the lesson planning process will become a regular part of who we are and what we do. All campus leaders will receive the most up-to-date information on working with students with disabilities. We will continue to send administrators to the SPED Law Conference every October in order to stay current with our practices. We will continue to expand our bilingual/ESL program by requiring an adequate number of teachers to become ESL certified per grade level. ESL teachers will receive additional training before school starts. Our overall STAAR scores for our ESL students and students with disabilities and will more closely mirror the scores of the rest of the population (within 5-10%) per subject. At full implementation student performance in both of these groups will increase enough that the district will no longer be staged on the RDA (PBMAS) in those areas. All teachers will document the strategies they intend to use for students with disabilities (Inclusion) and ELPS goals and objectives will be posted daily. Campus walkthroughs will document the full implementation of these plans.	

5.3 Data-driven instruction.

**Current Implementation: Summary**

Implementation Level At Diagnostic	Campus instructional leaders review disaggregated data to track and monitor progress of all students and provide evidence-based feedback to teachers on a regular basis. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in misconceptions, and determine root causes for student misunderstanding. PLCs are held regularly and demonstrate a high-level of collaboration. Campus administrators spend significant time during the summer disaggregating our STAAR scores in all content areas. We have a team of teachers and administrators who meet in June to develop and refine our district-created assessments. At that time, pacing calendars are adjusted to fit the calendar for the upcoming year. A thorough item analysis (for each of the TEKS) is available in Eduphoria and utilized by our campus staff. Additional training is needed due to turnover and misconceptions about the meaning of the data.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>Yes</b>	

**Full Implementation: Vision**

At full implementation, WOSMS will be data-driven in all areas including curriculum, assessment, student discipline, staff needs, community and parent involvement and personnel (appraisals). A highly functioning and inclusive, collaborative culture will become the norm during PLC meetings. Our team members have received and read portions of Driven by Data (part of our Relay GSE training). We will use relevant data to inform all of our decisions about staff development needs, campus trends, and teacher retention/placement. We will utilize all of the components in Eduphoria to get as many different looks at our data as possible. Teachers will receive exemplars (samples of disaggregated data) to assist them with their planning. We will also use our Lead4ward resources with fidelity. All students who were at "Meets" or "Masters" on last year's STAAR will be identified and placed on our data boards. Students with the most realistic chances of moving from "Meets" to "Masters" or from "Approaches" to "Meets" will be targeted for additional help. Once the key misconceptions and learning gaps are identified, the team will revise and modify plans as they move forward. Student data will be utilized to determine which students are in need of reteaching or acceleration. During PLC meetings, teachers will practice their reteach components and receive feedback from their peers and from the instructional leaders on campus. After the identified gaps/skills have been retaught, the instructional team will revisit the data to identify any areas that are still in need of improvement. The master schedule will reflect an adequate and common planning time for all grade levels/content areas per week. That time will be protected as much as possible. Teachers will attend data talks and planning sessions with plenty of ideas of their own instead of just showing up with an empty bucket. Over time, teachers will lead these discussions and help coach one another. Teachers will clearly understand that far more than just their attendance is expected at these meetings. Full, active participation where all team members contribute will be the norm. Content sparring sessions that help propel us from good to great will be second-nature. Teachers will lead their own meetings, set the agenda based on norms, and submit a summary of their discoveries/conclusions. The teachers will develop exemplars for their delivery and for all student work. Data from student work, collaborative sessions with teachers, and data from walkthroughs will frame conversations aimed at determining root causes to problems associated with student learning. Once root causes are identified, all stakeholders will develop intervention plans based on data.

**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 (DCSI, Central Office staff) provides opportunities and resources to help grow our administrative staff and teachers in effective coaching strategies, and if the district is able to successfully recruit highly-qualified candidates for all vacancies, and if systems and procedures are put in place that promote effective planning, a focus on attainable mission, vision, and goals, and if the campus utilizes an effective curriculum and scope and sequence that are clearly aligned to the TEKS, and if well thought-out, vetted lesson plans are developed and based on student data, West Orange-Stark Middle School will move from "Comprehensive School, Year 2" to being a highly effective and successful campus that no longer requires additional state intervention because the components of school improvement will be firmly embedded in our daily practices.

### System and Capacity Building

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

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
We will continue training staff administrative staff to provide effective coaching and feedback strategies to all teachers. Because of administrative turnover, capacity building sessions for new administrators will be conducted during the summer break.	Relay GSE, Region V ESC	2020-2023	<b>Year 1:</b> All administrators and/or TTESS appraisers will receive ongoing training regarding the teacher coaching and feedback cycle. Most of our staff have already received a substantial amount of training through Relay GSE (Get Better Faster) <b>Year 2:</b> All teacher evaluations (TTESS, walkthroughs) will include a feedback & strategy component. <b>Year 3: Refine processes and procedures as we transition out of turnaround mode.</b>	1.1 , 4.1 & 5.1
HR Department recruits all over the state of Texas and parts of Louisiana. Job openings are posted at several sites, including but not limited to our District website, Region V, and TASA. Effective interviewing skills and vetting processes are shared with our campus leadership teams.	Region V ESC, Lamar University, Lamar St. College-Orange, several other colleges and universities in Texas.	2021-2023	<b>Years 1-3:</b> Recruitment efforts are at their peak during the summer, late fall and spring (aligned with college graduation dates). All administrators are trained to interview and properly vet candidates. Strategies to assist alternately certified employees are in place. Recruiting efforts will extend to significantly more HBCUs.	2.1, 1.1

A thorough needs analysis is completed every spring with an eye on updating our campus improvement plan. We make every effort to ensure that our campus and district plans are aligned. Mission/Vision and goals and strategies are reviewed regularly.	Plan4Learning, Region V ESC	2021-2023	<b>Years 1-3:</b> Our administrative team reviews and evaluates our mission and vision statements, goals, and strategies at our annual retreat in July. Teachers review the plans during inservice. <b>Years 2-3:</b> Implement any changes to the district's mission, vision, and goals.	3.1 & 4.1
Teachers regularly post their students' work, along with the TEK (in its entirety) on bulletin boards. Teachers and administrators (campus/district) conduct boardwalks to check for alignment.	Region V, Lead4ward, Eduphoria, TEKS Resource System; Reflective Practice Model (RPM)	2020	Teachers and campus leaders receive training in the Reflective Practice Model 3-4 times per year (typically twice in the fall, twice in the spring). Region V provides TEKS Resource System training for teachers and administrators every year in August.	4.1 Curriculum and assessment aligned to TEKS with a year-long scope and sequence.
Days are scheduled weekly to plan for upcoming lessons. Lesson plans are developed as part of this process. All plans are vetted by their campus administrative teams. Formative assessment training is provided prior to the first day of school.	Region V ESC, Eduphoria	2020	<b>Year 1:</b> Lesson plan expectations training begins with new teacher induction and extends throughout the year for all employees. Instructional coaches provide suggestions for improvement on a weekly basis. Classroom walkthroughs are held throughout the year and evidence of planning is an area we consistently look for.	5.1 Objective-driven daily lesson plans with formative assessments
Use of data boards to drive instruction: campus data rooms will be updated regularly throughout the year by classroom teachers. PLC meetings will be used to disaggregate data and make decisions regarding future assessments.	Eduphoria, Lead4ward, Region V ESC	2020-2023	<b>Years 1-3:</b> Data disaggregation will continue to be an emphasis throughout the school year. The process begins at the campus level during the summer and extends through the year via weekly meetings, data talks, and PLCs.	5.3 Data Driven Instruction

### 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>
Induction plans developed, mentoring handbook revised and updated	1.1 , 2.1 & 5.1
Pertinent instructional data are identified, goals/expectations formed and implemented	<b>5.3</b>
<u>Implementation Year 1</u>	<u>Essential Action</u>
Qualified mentors are matched with a mentee	<b>5.3, 3.1</b>
Training is provided with regards to expectations of both roles (mentor/mentee)	<b>2.1</b>
Teachers are trained to properly disaggregate data in Eduphoria and Lead4ward	<b>5.3</b>

Baseline data is used during PLCs and lesson planning sessions	4.1, 5.1, 5.3
<b>Implementation Year 2</b>	
	<b>Essential Action</b>
Evaluations from prior year's mentors/mentees used to modify/improve the plan/expectations; new cohort begins	1.1, 2.1, 5.1
Lead teachers start leading the data discussions with data provided for them	5.3
Lesson plans are turned in one week in advance; teachers help vet each other's plans	4.1, 5.1
A health talent pool exists for all posted vacancies.	2.1
<b>Implementation Year 3 and beyond</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>	
	<b>Essential Action</b>
Teacher turnover rates are minimal, particularly in core content areas	2.1
Lesson planning process is lead completely by teachers	5.1, 4.1
Mentoring program provides adequate levels of support; former mentees ready to become mentors	2.1, 3.1
Data discussions are planned and organized by teachers (they gather their own data, set agendas, etc.)	5.3, 5.1, 3.1

### Budget and Financial Resources

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

Category	Amount	Description
Payroll	\$ 50,000.00	2 years of tutorials, Saturday school sessions (teacher extra-duty pay) and Summer school
Professional Development	\$ 20,000.00	Additional training for all teachers (coaching, using data, content-specific training, conferences CAMT, CAST)
Supplies and Materials	\$ 10,000.00	consummables, materials for tutorials (2 years)
Other Operating Costs	\$ 20,000.00	student incentives, transportation and snacks/lunches (2 years)
Capital Outlay	\$ -	



**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

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**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


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

<b>Year 2 - Implementation: ACE Implementation Fidelity</b>					
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Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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**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

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**Year 1 - Planning Phase 3: Recruit - Recruit and cultivate education leaders and organizations to implement school actions**

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

**Year 1 - Planning Phase 4: Approve - Approve and finalize plans and performance agreements for new schools**

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

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

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

<b><u>Year 2 - Implementation: District implements partnership with fidelity</u></b>					
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Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes