

Effective Schools Framework-Aligned Turnaround Plan (School Improvement)

Prioritized Focus Area 1

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

5.3 Data driven Instruction

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Lever 5: Effective Instruction

Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?	List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?
5.3 A continuous data review process is in place, including aligning assessments, analyzing interim and formative assessments, and taking action based on results through corrective instruction.	Grade level teams will meet regularly to discuss and disaggregate data for each grade level. Both formative and summative locally developed assessments will be discussed and a calendar will be created for the spring semester. The principal will facilitate these data meetings to guide discussions.
5.1 All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments.	Grade level teams will standardize their lesson plans using the backward design method and submit lesson plans through the Forethought program within the Eduphoria! platform. Teachers will also utilize the TEKS Resource System Instructional Focus Documents for planning, and will utilize the TRS planning sheets to adjust lessons, as needed, based on formative local assessments.
5.4 Students who have significant learning gaps or who lack key foundational skills are targeted for immediate interventions.	Teachers will standardize their data documentation for students who have learning gaps, so to maximize targeted instruction for tutoring and/or interventions. Intervention periods during the school day will be a priority to address students that are in need of assistance; to track progress and to pass the state assessment. Data documentation will also be gathered at the beginning of the school year, based on the end of year state assessment or TPI and math inventories, so to plan for Accelerated Instruction and Intensive intervention for students who did not pass state assessment.

Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.

Root Cause: While data collection was available, the previous campus principal did not set clear expectations to the teachers or guidance them in data analysis. The teacher understanding of data disaggregation and "what to do with it" continues to be a work in progress. The teachers and Interim principal are now committed to making data disaggregation systemic at the campus. Current discussion on how to record assessment data and how to use it to drive future instruction are in-progress, as well as targeted interventions for struggling students. This current initiative will include building a common language, which forms and data collection formats to be used, as well as maintaining the forms and data in a useable manner that all teachers are familiar so to build continuity for next year.

List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.

1. The district will reallocate funds to support training sessions for teachers and administration for data collection and disaggregation. 2. The district will provide additional professional development (non-school) days in the 2019-2020 school calendar.

Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.	Describe how this other Essential Action relates to and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.
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1.2 Focused plan development and regular monitoring of implementation and outcomes	Teacher teams will have scheduled meetings (frequently and regularly) for in-depth conversations regarding formative and interim student assessment data, effective strategies and adjustments. The grade level teams will also have scheduled meetings to vertically by block/subject, and also vertically by grades periodically. The principal will conduct walk throughs to be used to monitor the implementation of the plan to improve instruction and outcomes. The principal will schedule a meeting with the teachers at the conclusion of each local assessment to review assessment data and corrective actions that are designed for improved student success.
2.2 Build teacher capacity through observation and feedback cycles	The principal will participate in all campus meetings to facilitate and guide instruction and assessment data conversations. Classroom observations with feedback from the principal will be frequent, ongoing and documented on a calendar to facilitate effective outcomes for each teacher. Teacher feedback will also be gathered to assess campus instructional needs. Vertical teams will meet to assess alignment and shared instructional practices.
5.2 Effective classroom routines and instructional strategies	The principal will conduct walk throughs for checks on data driven instruction and effective strategy use. Discussion of T-TESS observations with Pre-conferences and Post-conferences will be documented and used for improvement of instruction. Teachers will incorporate student progress and measurable goals into their instruction and will be visible in every classroom to foster student ownership and goal setting.

List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.

1. The district will reallocate funds to support training sessions for teachers and administration for data collection and disaggregation. 2. The district will provide additional professional development (non-school) days in the 2019-2020 school calendar.

Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

The district will continue to work with the ESC-20 to support instructional practices, building teacher capacity and their understanding of assessment data including the accountability system.

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		
Professional Development	\$ 5,000.00	Eduphoria training
Supplies and Materials		
Other Operating Costs		
Capital Outlay		

Implementation Plan for Prioritized Focus Area #1 *(This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.*

Action (s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action(s)	Results for the Action(s)	Next steps (will result in additional action(s))
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Clear expectations for lesson plans will be provided to all teachers	August 2019	May 2020	ESC-20 training costs, training materials. Lesson plan template in Eduphoria, scheduling time for implementation	Principal with support of DCSI	Increase teachers knowledge for data understanding as evidenced by checks in lesson plans and walkthroughs.		
Eduphoria support by grade level	August 2019	December 2019	ESC-20 training costs, training materials. Lesson plan template in Eduphoria, scheduling time for implementation	Principal with support of DCSI	Principals and teachers will be calibrated on Eduphoria to support data driven practices.		
Plan and create meeting calendar for teachers to discuss instructional and assessment data.	August 2019	September 2019	Meeting schedule	Principal	Teachers will review multiple data sources to determine effectiveness of instructional strategies and identify barriers, to improve instruction.		
Redesign district school calendar to allow for embedded professional development.	Summer 2019	August 2019	Central Administration, Campus Administration, Teachers, Stakeholder and with board approval	Superintendent, Principals and district SBDM committee	Teachers will have a specified time for professional growth		
Teachers will meet frequently (scheduled) for planning and data disaggregation discussions	Summer 2019	May 2020	Principal, teachers	Principal with support of DCSI	Teachers will understand targeted instruction, as well as accelerated instruction and how/when to adjust		

Prioritized Focus Area 2

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

5.1 Objective-driven daily lesson plans with formative assessments

Which Prioritized Lever does this Foundational Essential Action fall under?	
Prioritized Lever 5: Effective Instruction	
Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?	List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?
2.2 All staff are observed, at least briefly on a weekly basis, with a focus on monitoring school wide priorities for improvement and consistent implementation of school wide routines.	The principal will conduct walk throughs 3 times per month in each classroom, for checks on TEKS driven instruction, effective instructional strategies and data driven instruction.
1.2 Plan implementation and outcomes progress is regularly tracked.	Campus teams will meet by grade level to plan and to assure cross collaboration of subject areas. The principal will facilitate and guide discussions at least twice per grading period and will check documentation planning and provide feedback.
4.1 Curricular resources with key ideas, essential questions, and recommended materials are in place.	The principal will meet with teachers twice a semester to discuss their instructional resources and supplements. The principals will also meet with the superintendent regularly to share/update instructional needs.
Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.	
The campus has experienced high teacher turnover rates for several years, which is believed to be based on a statewide teacher shortage as well as limited housing locally, limited employment opportunities for spouses in the immediate area and the districts proximity to higher paying San Antonio. The application pool tends to be small, and is often limited to teachers that are new to the profession or with very little experience. The campus is working with the TEA, the ESC and nearby universities to increase awareness of job openings in the districts, and is working on improved salaries and benefits to attract more applicants. The district was awarded the Grow Your Own grant on January 3, 2019 to assist in developing teacher candidates within the Para-professionals already employed and in the future with its own high school graduates.	
1. The district will reallocate funds to support training sessions for teachers and administration and will provide additional professional development (non-school) days in the school calendar. 2. The district is committed to using consultants to support instructional supports for teachers and students.	
Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.	Describe how this other Essential Action relates and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.
1.2 Focused plan development and regular monitoring of implementation and outcomes	Grade level teams will be scheduled and will meet regularly by vertical teams (subject), and vertically by grade level. Regular principal walk throughs will be used to monitor the implementation of the plan to improve instruction and its outcomes.
2.2 Build teacher capacity through observation and feedback cycles	Teacher teams will have scheduled meetings for in-depth conversations regarding formative and interim student assessment data, effective strategies and adjustments. The grade level teams will also have scheduled meetings to vertically by block/subject, and also vertically by grades periodically. The principal will conduct walk throughs to be used to monitor the implementation of the plan to improve instruction and outcomes. The principal will schedule a meeting with the teachers at the conclusion of each local assessment to review assessment data and corrective actions that are designed for improved student success. Teacher teams will participate in instructional rounds of other teachers to increase their own capacity and tools.
5.2 Effective classroom routines and instructional strategies	The principal will conduct walk throughs for checks on data driven instruction and effective strategy use. Discussion of T-TESS observations with Pre-conferences and Post-conferences will be documented and used for improvement of instruction. Teachers will incorporate student progress and measurable goals into their instruction and will be visible in every classroom to foster student ownership and goal setting.

5.3 Data-driven instruction	Grade level teams will meet at the conclusion of each local assessment to discuss and disaggregate data. Both formative and summative assessments will be implemented and a campus assessment calendar will be created for the spring semester. The principal will facilitate these data meetings to guide discussions and provide clear expectations to improve the process.
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List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.

1. The superintendent will conduct skip meetings at least three times during the school year CLT minus the principal. 2. The principal will be afforded the necessary training in all areas of campus leadership. 3. The superintendent will meet monthly with the principal to assure plans and procedures are implemented and monitored. 4. The district will continue to use the TEKS Resource System as the district curriculum, along with Eduphoria with its test item bank.

Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

1. The district will continue to work with the ESC-20 to support instructional practices, building teacher capacity and their understanding of assessment data including the accountability system. 2. The district will continue to use the TEKS Resource System as the district curriculum, along with Eduphoria with its test item bank.

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	\$ 15,000.00	Part-time teachers
Professional Development	\$ 10,000.00	TEKS resource system
Supplies and Materials		
Other Operating Costs	\$ 5,000.00	Reading Plus & Capit programs for ELAR instruction during Rtl and after-school instruction
Capital Outlay		

Implementation Plan for Prioritized Focus Area #2 *(This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.*

Action (s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action(s)	Results for the Action(s)	Next steps (will result in additional action(s))
Clear expectations for lesson plans will be provided to all teachers	August 2019	May 2020	ESC-20 training costs, training materials. Lesson plan template in Eduphoria, scheduling time for implementation	Principal with support of DCSI	Increase teachers knowledge for data understanding as evidenced by checks in lesson plans and walkthroughs.		

TRIS support including PD, observations and modeling	August 2019	May 2020	ESC-20 trainer costs	Principal with support of DCSI	Increase teacher knowledge and understanding of lesson plan, design and implementation.		
Plan and create meeting calendar for teachers to review and provide feedback for lesson plans.	August 2019	September 2019	Master Calendar	Principal	Teachers will meet with principals to review lesson plans, effectiveness of instructional strategies and identify barriers, to improve instruction.		
Redesign district school calendar to allow for embedded professional development.	Summer 2019	August 2019	Central Administration, Campus Administration, Teachers, Stakeholder and with board approval	Superintendent, Principals and district SBDM committee	Teachers will have a specified time for professional growth		
All teachers will create and submit daily lesson plan on a weekly basis.	August 2019	June 2020	Teachers	Principal with support of DCSI	Teacher will plan lessons that include clear objectives, activities, time allotments, multiple differentiated paths and clearly defined curricular goals and assessments		
Principal will review lesson plans frequently for alignment to the standards, scope and sequence and expected level of rigor and provide teachers with feedback and support	August 2019	June 2020	Principal	Principal with support of DCSI	Teacher will increase knowledge of aligned standards, assure pacing of scope and sequence.		

Prioritized Focus Area 3

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Lever 4: High-Quality Curriculum

Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?	List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?
1.2 A plan and priorities are in place and aligned to the urgent goal of making dramatic gains in student achievement.	Teachers along with Principal guidance will utilize data from most recent state assessment to plan for accelerated instruction and intensive interventions. Additional data will be collected and reviewed on a scheduled basis to assess student progress and determine next steps. The teachers and principal will also determine tutoring schedules and other supports based on local assessments based on the units of instruction taught throughout the school year.
4.1 Curriculum is aligned to the TEKS, including a scope and sequence broken into units and interim assessments aligned to state assessments.	The campus will continue to use the TEKS Resource System as curriculum support and eduphoria for data utilization and creating assessments through a variety of resources. A consistent language for assessments will be created for the campus.
4.1 Curricular resources with key ideas, essential questions, and recommended materials are in place.	The principal will meet with teachers twice a semester to discuss their instructional resources and supplements. The principals will also meet with the superintendent regularly to share/update instructional needs.
Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.	
1. The principal will design a planning calendar so teachers are aware of due dates, meeting dates, PD dates and other activities. 2. The campus will continue to work with the ESC for supports as needed.	
List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.	
The district will continue to use the TRS and Eduphoria! to provide a curriculum with an aligned scope and sequence with the test item bank to create aligned local assessments. 2. In an effort to provide quality instruction, the district will redesign the school calendar to provide some professional development on non-school days or early release days. 3. Professional development will include (but is not limited to) local assessment design using test bank from TRS and Eduphoria, understanding the STAAR (test design), test taking strategies and appropriate accommodations to support all students and special populations. 4. The district will continue to provide extra-duty supplemental pay to teachers who teach after-school tutorials, and provide an after school snack and transportation home.	
Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.	Describe how this other Essential Action relates and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.
1.2 Focused plan development and regular monitoring of implementation and outcomes	Grade level teams will meet upon the completion of all local assessments to review and discuss with the principals the outcomes of the assessments and the correlation to curriculum taught. Teams will also meet vertically by subject at least two times a semester to assure alignment and outcomes of the TEKS are being implemented. The principal will facilitate these meetings and will conduct walk through with feedback to ensure the implementation of the plan to improve instruction and student performance outcomes.
5.2 Effective classroom routines and instructional strategies	The principal will conduct walk throughs for checks on data driven instruction and effective strategy use. Discussion of T-TESS observations with Pre-conferences and Post-conferences will be documented and used for improvement of instruction. Teachers will incorporate student progress and measurable goals into their instruction and will be visible in every classroom to foster student ownership and goal setting.
List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.	

1. The district will reallocate funds to support training sessions for teachers and administration. 2. The district will provide additional professional development (non-school) days in the 2019-2020 school calendar. 3. The district will provide extra-duty supplemental pay to teachers to provide after-school tutorials and transportation home for students who are not making adequate academic progress.

Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

1. The district will continue to work with the ESC-20 to support instructional practices, building teacher capacity and data including accountability. 2. KTOT conference for Pre-kinder and Kinder teachers (3 teachers) 3. TEKS Resource System (TCMPC) Conference (5 teachers & principal).

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	\$ 5,000.00	Extra-duty pay for after school tutorials
Professional Development	\$ 18,000.00	ELAR and Math pedagogy support, KTOT conference, TCMCP Conference
Supplies and Materials	\$ 5,000.00	TEKS Resource System annual subscription
Other Operating Costs	\$ 5,000.00	Reading Plus & Capit programs for ELAR instruction during Rtl and after-school instruction
Capital Outlay		

Implementation Plan for Prioritized Focus Area #3 (This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.

Action(s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action(s)	Results for the Action(s)	Next steps (will result in additional action(s))
TEKS Resource System Training by subject area.	August 2019	May 2020	ESC-20 training costs	Principal with support of DCSI	100% of teachers will demonstrated mastery of utilizing the IFD Planning guide for lesson planning.		
Instructional team will attend TCMPC Conference	July 30, 2019	August 1, 2019	Conference Cost and travel	Principal with support of DCSI	Instructional team will develop capacity for instructional practices and become mentors and resources for the remaining staff through the year.		

Teacher PLC's will meet monthly to discuss and support one another with the curriculum and its resources.	August 2019	Jun-20	Teachers	Principal with support of DCSI	Teachers will make connections between data, reteach plans and the selection of appropriate curricular materials.		
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Optional Additional Focus Area *(only complete this section if the campus will focus on an additional area not captured in the ESF)*

Describe what the campus will focus on and the overall approach to improving in this area.

1. The district will reallocate funds to support training sessions for teachers and administration. 2. The principal will conduct at least 3 walk-through observations each month and provide feedback within 2 school days 90% of the time. 3. The principal and teachers will develop and implement a local assessment process that will provide valid data to drive future instruction and intervention services for struggling students. 4. The principal and teachers will collaborate and implement a quality intervention program.

Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.

1. The district will reallocate funds to support training sessions for teachers and administration for data collection and disaggregation. 2. The district will provide additional professional development (non-school) days in the 2019-2020 school calendar. 3. The district will improve salary, benefits and incentives to recruit and retain teachers. 4. The district will implement the Grow Your Own Grant (selection notice on January 3, 2019).

List the district actions that the district will take to assist the campus in achieving improvement in this area.

The district will continue to purchase the TRS and Eduphoria! to provide a curriculum with an aligned scope and sequence with the test item bank to create aligned local assessments. 2. In an effort to provide quality instruction, the district will redesign the school calendar to provide some professional development on non-school days or early release days. 3. Professional development will include (but is not limited to) local assessment design using test bank from TRS and Eduphoria, understanding the STAAR (test design), test taking strategies and appropriate accommodations to support all students and special populations. 4. The district will continue to provide extra-duty supplemental pay to teachers who teach after-school tutorials, and provide an after school snack and transportation home.

Who will support the district and campus in making improvements in this area? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

1. The district will continue to work with the ESC-20 to support instructional practices, building teacher capacity and data including accountability. 2. The district has hired two part-time retired teachers to assist at the elementary campus by providing targeted instruction with struggling students in writing and math/science. 3. The district has also purchased the Reading Plus (a diagnostic and intuitive instructional) program which has a good reputation of providing 1.5 years growth in reading; the program also has a writing tutorial which is also being used.

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	\$ 15,000.00	Part-time teachers
Professional Development	\$ 18,000.00	ELAR and Math pedagogy support, KTOT conference, TCMCP Conference
Supplies and Materials		
Other Operating Costs	\$ 5,000.00	Reading Plus & Capit programs for ELAR instruction during RtI and after-school instruction
Capital Outlay		

Implementation Plan for Optional Additional Focus Area *(This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.*

Action(s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action(s)	Results for the Action(s)	Next steps (will result in additional action(s))
Surveys will be given to faculty and staff for input on how to improve teacher recruitment and retention.	February 2020	April 2020	ESC-20, Google survey	ESC-20 Case Manager, Supt/DCSI, Principal	Attract & retain high quality teachers		
Mentoring support	August 2019	May 2020	ESC-20, Campus & District	ESC-20, Principal, Curriculum Coach	Support teachers with pedagogy practices of all teachers and establish campus consistencies for at least 85% of teachers.		
TEKS Resource System Training by subject area.	August 2019	February 2020	ESC-20 training costs	Principal with support of DCSI	By February 2020, 100% of teachers will demonstrated mastery of utilizing the IFD Planning guide for lesson planning.		