

## Effective Schools Framework-Aligned Turnaround Plan (School Improvement)

Complete the sections below only for the 2-3 Essential Actions that were prioritized in Section II.

### Prioritized Focus Area 1

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

1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Lever 1: Strong School Leadership and Planning

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?
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1.1 Campus instructional leaders have clear and transparent roles and responsibilities.	Campus leadership team will review roles and responsibilities and will make adjustments at mid-year based on campus needs and individual strengths.
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1.1 Performance expectations are clear, and they match the job responsibilities.	Campus leadership team will review roles and responsibilities and each member will individually develop clear and measurable goals.
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1.1 Campus instructional leaders meet on a regular basis to focus on student work and formative data.	The administrative team will collaborate to develop and publish a team meeting calendar. Agendas will be developed and attendance and minutes will be recorded and disseminated to all instructional leadership team members. The master schedule will be adjusted to accommodate time for Professional Learning Communities (PLC). PLC's will permit common time for horizontal and vertical arrangements of teacher and teacher leaders to meet. This will foster department, grade level and content area collaboration. A PLC room will house data and support further collaboration and professional development with instructional coaches, the Dean of Instruction and instructional leaders.
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Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.

Campus systems, processes and procedures will be reviewed for effectiveness. Changes will be made as dictated by administrative team findings. **Attendance Reporting and Monitoring** – procedures for recording and addressing attendance issues will be defined and implemented to ensure that students with high absenteeism are identified and interventions occur. Teachers and staff with high absenteeism will be addressed by the principal as needed. **Discipline Management** – a campus administrative action matrix for addressing student discipline will be developed and implemented to ensure that there is consistency in the issuance of consequences to student infractions. Additionally, classroom disciplinary actions will be revised to provide clear and consistent student and teacher expectations for a positive school environment. **Communication** – Administrative staff will share a common Google calendar and Google drive to facilitate communication. Set meeting days and times will be determined and agenda and minutes will be disseminated. **Clear Roles and Goals for Campus Leadership** – administrators, department heads, mentor and master teachers will have clear, defined roles and will set personal goals aligned to their roles and responsibilities. **Curriculum and Assessments** – curriculum expectations will be clearly defined through pacing guides, the consistent use of the TEKS Resource System, warm-up activities and exit tickets, district developed assessments (CFA) and coordinated data analysis to inform instruction. **Student Traffic Management System** – analysis of people traffic flow will be conducted to ensure smooth transitions between periods and before and after school.

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

The district will support the campus by providing operational flexibility so that: 1) changes can be made to the master schedule to add an embedded tutorial during the school day; 2) provide release time for teachers to meet and review data after each campus based assessments; 3) provide instructional coaches twice a week for teacher support; 4) develop of benchmark assessments; 5) provide appropriate staff support as needed; 6) provide additional funds to support intervention programs for ELL and SpEd students; 7) provide computerized intervention programs for all students (Edgenuity/I-Station/STRIVE); 8) provide funds to support extended day and extended week activities; and, 9) provide time in the master schedule for teachers to meet in PLC's.

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	
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2.2 Build teacher capacity through observation and feedback cycles	Administrative team members will have a clear understanding of their roles in helping teachers become better at their craft. They will also have the tools and will know how to use them in order to have essential discussions regarding teacher performance. Team members will be cognizant of their own capacities to impact instructional practices and they will assume their instructional leadership roles with confidence. During the second year of the plan, instructional rounds will be implemented to help calibrate instructional rigor and the effectiveness of instructional strategies throughout the
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3.2 Explicit behavioral expectations and management systems for students and staff	
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3.3 Proactive and responsive student support services	
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3.4 Involving families and community	
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5.2 Effective classroom routines and instructional strategies	The consistent implementation of campus systems, processes and procedures will positively impact classroom routines and instructional practices. The efficiently, well-managed campus will foster a positive school climate that will ultimately impact student learning. The administrative team will recognize its responsibilities and will be well-versed in best practices so that it will be better equipped to help teachers grow. Walkthrough outcomes will inform critical conversations which will result in bell-to-bell instruction and improved instructional practices. During the second year of the plan, assistant principals will fully embrace their role as instructional leaders.
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5.3 Data-driven instruction	
5.4 RTI for students with learning gaps	

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

The district will support the implementation of instructional rounds at the district levels in order to set standards for quality and purpose. It will then filter the implementation of instructional rounds at the campus level to ensure that teachers are informed and prepared to participate fully in the process. The district will facilitate training for stakeholders. It will support operational flexibility so that the campus can fully engage in the process.

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.)

Region 1 Education Service Center; Instructional Coaches /Consultant: International Center for Leadership in Education/ Lead4ward

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		
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))

**Prioritized Focus Area 2**

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

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

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Lever 2: Effective, Well-Supported Teachers

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 to reach the desired state of the Foundational Essential Action above?

2.1 Clear selection criteria, protocols, hiring and induction processes are in place.	The campus will revisit and revise the teacher selection protocol and interview practices. Interview committee will be comprised of an administrator, the Dean of Instruction, a department representative and other personnel as dictated by the needs of the position. The leadership team will actively identify teacher leaders to mentor and support new hires. Teacher leaders will be supported so that they are able to collaborate and provide feedback with new personnel. Active recruiting of new hires will take place at local college sponsored job fairs and other job fairs as appropriate. Valued retired principals will be recruited to mentor new teachers.
2.1 Teacher placements are strategic based on student need and teacher strengths.	Teacher placements will be informed by data regarding certification and skill sets which will be matched by the administrative team to meet student and campus needs. Teacher performance and student learning data will be used to modify teacher assignments as needed.

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

The campus leadership team will use data to determine the best candidates for employment and the best placement for each individual. Additionally, skill sets that will enhance the campus culture and address student needs will also be taken into consideration. To address teacher retention the campus will create a master schedule that will provide time for Professional Learning Communities (PLC) to take place. PLC's will permit common time for horizontal and vertical arrangements of teacher to meet which will foster collaboration and support. A PLC room will provide a safe environment to collaborate, deliver and receive professional development. All these factors will build and maintain a positive school climate that will support

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

The district is committed to supporting the campus by updating practices and procedures in the Human Resources department. Vacancies will be posted as they become available and a pool of vetted candidates will be kept for immediate review by campus administration. The district will support the recruitment of viable candidates for teaching vacancies. It will recruit candidates at job fairs, post positions on the district website and other professional posting. It will screen candidates to verify appropriate certification and perform credential validations on an on-going basis. The district will set up a New Teacher Mentor program to support new hires and will hire retired principals to mentor new teachers. The district will also provide incentives for teachers to reward them for work well done in order to foster an increase in the retention of teachers.

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.
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1.2 Focused plan development and regular monitoring of implementation and outcomes	
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2.2 Build teacher capacity through observation and feedback cycles	The campus will implement instruction rounds during Year 2 of the Turnaround Plan. The Fall semester will be spent on educating and training staff on the purpose and process of instructional rounds. By the Spring semester, the campus will conduct instructional rounds every three weeks.
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3.2 Explicit behavioral expectations and management systems for students and staff	
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3.3 Proactive and responsive student support services	
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3.4 Involving families and community	
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5.2 Effective classroom routines and instructional strategies	
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5.3 Data-driven instruction	The campus will support the use of data to inform teacher and instructional strategy effectiveness. It will conduct a series of teacher workshops in the summer to analyze student achievement data and adjust curriculum documents such as timelines, pacing guides, instructional focus documents, assessments and resources as informed by the data. Workshops will be held over the summer and before the beginning of school. Additionally, the campus will support teachers meeting once every six weeks after CFA's to further adjust documents in order to spiral non-mastered student expectations as
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5.4 RTI for students with learning gaps	
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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.

The district is committed to supporting the campus by providing operational flexibility to the campus so that the recruitment and hiring of new teachers becomes a smooth process without barriers. The district will also evaluate the need for additional personnel to support instruction on the campus as needed. It will provide appropriate resources to support curriculum writing and curriculum monitoring activities during the summer and throughout the year.

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.)

Region 1 Education Service Center; Instructional Coaches; International Center for Leadership in Education/ Lead4ward

**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	
Payroll	\$ 60,000.00	Pay for teachers to engage in summer curriculum writing project: 12 teachers (1 per grade level (3)
Professional Development		
Supplies and Materials	\$ 1,000.00	Basic office supplies
Other Operating Costs		
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))

**Prioritized Focus Area 3**

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?
5.1 All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments.	The campus will implement a system to provide feedback to teachers on the effectiveness of their lessons plans and their lessons. Lesson plans will be submitted through Fore Thought. The Dean of Instructional will review lesson plans and meet with teachers during planning time to provide feedback lesson effectiveness and rigor. The campus will provide training on the 5E model. All lessons will include a warm-up activity to spiral in or introduce TEKS that students are having difficulties with as well as exit tickets to check for understanding. Non-negotiables include the differentiation of instruction for targeted students, integration of technology, specified goals, and inclusion of multiple on-line instructional platforms (i.e. Edgenuity, I-Station, Write to Learn). The administrative staff will conduct daily walkthroughs and will provide feedback to teachers regarding observation outcomes. Observation data will also inform professional development for both the administrative staff and the instructional staff. PLC's will permit common time for horizontal and vertical arrangements of teacher to meet and plan lessons fostering department, grade level and content area collaboration. <del>The PLC room will provide a safe place for collaboration and professional development</del>
Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.	
The master schedule will accommodate time for Professional Learning Communities (PLC). PLC's will permit common time for horizontal and vertical arrangements of teacher to meet. Department, grade level and content area collaboration among teacher will occur. Teacher collaboration and administrative leadership will support teacher effectiveness. Lesson rigor will increase and student learning will be impacted by appropriate instructional practices that address learner needs. The Dean of Instruction's feedback will impact the delivery of instruction. Additionally, individual teacher's professional growth will benefit from the principal, the leadership team, the instructional coaches and the Dean working together to assist them perfect their craft.	
List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.	
The district will provide funding for "Fore Thought" through Eduphoria for the housing, consistency and calibration of lesson plan format and content. Additionally, the district will provide instructional coaches to assist teachers a minimum of two days a week and it will provide teacher release time to meet to review data and make curriculum decisions. The district will also generate local assessments and provide the tools for scoring and the generation of reports.	
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	
2.2 Build teacher capacity through observation and feedback cycles	
3.2 Explicit behavioral expectations and management systems for students and staff	
3.3 Proactive and responsive student support services	
3.4 Involving families and community	
5.2 Effective classroom routines and instructional strategies	
5.3 Data-driven instruction	Using Common Formative Assessment data, the campus will require teachers to include in their daily lesson plans the spiraling TEKS and/or Student Expectation that student are struggling with along with a minimum of two (2) Depth of Knowledge questions. This additional requirement will support targeted students at both ends of the learning spectrum. This practice will be implemented at the beginning of Year 2 of the Turnaround Plan.
5.4 RTI for students with learning gaps	
List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.	
The district will continue to provide Eduphoria's "Fore Thought" to house lesson plans. It will support operational flexibility to support time during the school day for conducting PLC's. Instructional Coaches will provide professional development for composing lesson plans as needed. The district will facilitate training on the development of effective lesson plans appropriate for new staff.	
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.)	

Region 1 Education Service Center; Instructional Coaches; International Center for Leadership in Education/ Lead4ward

**Budget and Financial Resources**

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Category	Amount
Payroll	
Professional Development	
Supplies and Materials	
Other Operating Costs	
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))

**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.

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

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

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.)

**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
Payroll	
Professional Development	
Supplies and Materials	
Other Operating Costs	
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))

