Campus Turnaround Plan

Campus Information

District Name:	Superintendent:	DCSI:	Board President:
Chester ISD	Cory Hines	Cory Hines	Ray McKnight
Campus Name:	**Campus Number:**	**Principal:**	**Principal Supervisor:**
Chester Elementary School	229906101	Katie Loughner	Cory Hines
School Year Plan was Developed:	**ESF Diagnostic Date:**	**ESF Facilitator:**	**Date of Board Approval:**
2019-2020	10.30.2019	Monica Mahfouz	2.27.2020

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.	TRUE
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.*

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Current Implementation: Summary

Implementation Level At Diagnostic	
Beginning Implementation	We have clear, written, and transparent roles and responsibilities for campus instructional leaders. Core leadership tasks are scheduled on weekly calendars showing the day and time of meetings including PLCs, and bimonthly ILT meetings, but not a scheduled time for observations/feedback of classroom instruction. PLCs, key trainings, and staff meetings are placed on a year-long calendar and distributed to all staff at the start of each year. We are implementing T-PESS for Administration evaluation. Performance expectations are clear, written, measurable, and match the job responsibilities. The campus principal uses consistent, written protocols and processes to lead the campus and meets on a weekly basis with teachers to focus on student progress and formative data. The principal uses a feedback walk through form and has conversations with the teachers following class visits. There is no evidence of job-embedded professional development opportunities related to best practices for adult learning and deliberate modeling.
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, we will have an updated document reflecting the roles and responsibilities for the campus principal and DCSI in instructional leadership. The principal and DCSI align their calendars to the observation/feedback cycles for each teacher- which will occur at least 1x per week (but vary based on need/student data). The ILT will use consistent written protocols and processes in tracking data and observation/feedback cycles, PLCs, and data meetings. The principal will facilitate regularly scheduled job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation feedback cycles. The ILT will meet on a recurring basis and follow a set agenda that will include student data analysis and next steps as part of each meeting. ILT members will meet with teachers at the start of the year to review goals and performance expectations. Teachers and ILT team members will have a clear understanding of their individual goals and will be able to discuss progress toward goals throughout the year. We will check in on progress of ILT goals at MOY and, again, formally at EOY. ILT members will have a running record of the feedback and action steps they have shared with their teachers.

[1.2] ... qualified

Current Implementation: Summary

Implementation Level At Diagnostic	We aim to recruit and attract teachers with elementary school experience. Due to size (9 total teachers) and rural location (town of 312 residents), the campus uses referrals from current high-performing teachers in the recruitment and selection of staff. There is

Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	interest from former students to serve as student teachers. Personalized strategies are employed to retain staff including financial reward: $500 to $750 bonus retention awards were initiated in 2016. In addition, the principal cooks for campus staff each six weeks and hosted the beginning of year kick-off gathering in her home. Staff culture survey with data reveals the staff feels supported with professional development, resources and voice. Principal models effective instruction for teachers and provides professional development during PLC time. The retention rate is 66%. (four out of six returned). Due to increased enrollment in 2019, one additional classroom teacher and one RTI/Dyslexia teacher were hired. Past interviews did not include demonstration lessons or current high-performing teachers. Leaders have not been trained in adult learning facilitation and team dynamics. We evaluate teachers using T-TESS and look for opportunities to give high-performing teachers leadership roles.
No	

Full Implementation: Vision

At the school level, we will have a more aligned selection process including a teacher panel and formal interview. Hiring and induction processes will align with the school's vision, mission, values, and goals. We will align our interview questions to assess for content knowledge, AND culture fit around our mission/vision/values. Each year we will use student data, as well as other factors (content knowledge, team diversity and experience), to place teachers in the best fit positions. We will also strive to offer differentiated, personal learning opportunities for our staff as a retention strategy. We will provide ongoing support and training for our teachers. We will form a team to include teachers, administrators, support staff, and students to create marketing tools for recruitment of high quality candidates for teaching positions. After adding additional tools, we will monitor in annual needs assessments the impact on the number of high quality applicants. We will develop campus initiatives to recruit and retain preferred substitutes.

Current Implementation: Summary

Implementation Level At Diagnostic	
Partial Implementation	There are artifacts in classrooms, hallways, and shared spaces that reflect our campus expectations, rewards systems, and character education. Stinger Shout-outs chart is posted in hallway, highlighting students from each grade level who have received stinger shout-outs (positive academic and behavior observations). Campus has a morning routine for all students in the cafeteria that consists of a school chant (respect, excel and inspire), Stinger Shout-outs, the pledge of allegiance (both US and Texas) and a moment of silence. Results of a staff survey indicate that there is a strong positive culture on the campus. Mission and vision is posted in front office, in hallways, and in every classroom. Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators and teachers. Overall, there is a need to make the campus mission, vision, and values more explicit and shared among our school community.
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

At full implementation, we will have engaged in a revision of our school mission, vision, and values that involves the school staff, students, and community in refining these essential components of our school. All staff, students, and families will be able to speak to the mission, vision, and values. Staff and students will interact with one another in a respectful way at all times. Our goal will be to continue to keep students and teachers engaged and happy. We will expand our practice of surveys to include students and families, ensure we are analyzing the interim surveys with our staff, and share the survey data with our staff, students, and school community. Our campus will feel positive and inclusive; and, expectations will be held high for our staff and students, including a focus on college and/or career readiness and postsecondary success.

Current Implementation: Summary

Implementation Level At Diagnostic	
Partial Implementation	We use the TEKS Resource System Year At a Glance document that includes the number of days in each unit, what readiness/supporting TEKS are addressed, and when the assessments are administered. The YAG is organized for each content area. We do have dedicated RtI time for math and ELAR . We develop an annual assessment calendar that includes three week, six week, and benchmark assessments. We use sample STAAR questions and other similar questions to align our assessments to instruction using

4.1 Curriculum and assessments aligned to TEKS with a year-l sequence.

Prioritized Focus Area from ESF Diagnostic?	the DMAC Test Assessment Generator. Teachers also use an Instructional Focus document that helps identify vocabulary, TEKS, ELPs, misconceptions, and what resources are available. Modifications and accommodations are implemented across classrooms through small group instruction. Anchor charts, content-rich texts, word walls, and phonics, are evident in all classrooms. We use PLCs and content planning days to provide ongoing training and support of the use of instructional materials. Teachers are provided job-related professional development focused on curriculum and aligned instructional materials through the READ grant, ESC 5 TEKS Resource System content specialist support, and principal-led training around the Fundamental Five structures.
No	

Full Implementation: Vision
At full implementation, we will assure to add a dedicated time for re-teach after each interim assessment during small group instruction. We will track mastery on each assessment, and share this information with teachers, students, and families. We will provide our teachers with ongoing professional development aligned to best practices in terms of instructional materials, resources, and strategies. Teachers will be provided resources to support their English-Learner students as well as students with disabilities as needed. Our Special Education team will be a part of weekly PLCs and meetings when looking at student work and data. Our campus-wide calendar will allow for six weeks content planning days. We will provide ongoing training to our staff, especially in terms of strategies for English-Learners, students with disabilities, and other relevant content as the needs arise. PLC agendas will include time to make connections between data analysis, reteach plans, and appropriate instructional materials.

5.1 Objective-driven daily lesson plans with formative assessments.

Current Implementation: Summary	
Implementation Level At Diagnostic	We use the district lesson plan template which includes content objective, TEKS, language objective, differentiation, strategies, essential questions, as well as instructional procedures such as: check for understanding, Activating Prior Knowledge, Guided Practice, Independent Practice, and lesson closing. Lessons plans are aligned to our curriculum scope and sequence with a daily objective that is aligned to the standard. Each classroom posts the daily objectives and teachers reference it at the start of each lesson. Teachers use backwards-planning to plan lessons by preparing assessments prior to planning for instruction. Teachers use the results of the 3-week checkpoint assessments to identify unmastered student expectations and skills. This data is used to develop learning stations to spiral the content. Teachers use Google Drive to store plans so the ILT can access them. Lessons plans are expected to be submitted 2 weeks in advance. However, there is no set protocol or process for feedback on plans.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
Yes	

Full Implementation: Vision

Current Implementation: Summary	
Implementation Level At Diagnostic	The ILT disaggregates STAAR data during the summer. ILT drafted data tracking procedures for the year and refined those processes with teachers in August professional development. PLCs and teacher planning days are centered around instruction. PLCs focus on data trackers, on how to analyze the results of the formative assessment, and how to use that data to adjust upcoming instruction, and effective instructional strategies (establishing closure of lesson objective through the use of formative assessments). While data is gathered from each 3 weeks assessment and low mastery student expectations are identified and spiraled into upcoming instruction,
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	

5.3 Data-driven instruction.	**Yes**	it is not evident that the teachers actually break down the standard and analyze student work to identify the misconceptions at the conceptual and procedural levels. All students in grades 3-5 maintain individual tracking charts in reading, math, science and social studies, tracking performance on 3-week checkpoint assessments. Teachers in grades PK-2 have a tracking system for students that is displayed in the classroom. The RTI teacher also utilizes individual tracking system for each student. The regular classroom teacher and RTI teacher collaborate on student progress.

Full Implementation: Vision

At full implementation, our campus will be data-driven in all aspects, continuing to implement practices already underway. We will have dedicated time after each formative assessment to review data as a team and to create action plans based on the data that include re-teaching for skills/standards/students that have not yet shown mastery. We will use data and student performance to guide our decisions regarding observations, professional development, PLC topics, and teacher placement. The principal will observe re-teach instruction as needed to provide ongoing support and review the re-teach and re-assessment data to determine next steps. Classrooms will track their class-wide formative assessment performance data.   In order to ensure all these systems occur on a consistent basis, we will be intentional about our master schedule and protect time for weekly data meetings, leadership team data analysis meetings, and time to re-teach and re-assess.

School Improvement Turnaround Plan

District Commitment Theory of Action

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

If the district provides ongoing support and coaching of the campus leader in terms of the foundational Essential Actions, especially 5.1 and 5.3, and works with the principal and leadership team to protect their time in a way that aligns to instructional leadership roles and responsibilities, and supports the campus with attending and actively engaging in the ongoing targeted professional development, while also working with the campus to allow for sufficient control with the hiring process, as well as partnering with the ESC to ensure collaboration to provide the campus with the necessary tools and resources for curriculum and instruction, then the campus will be able to further clarify the roles and responsibilities, drive toward creating data-driven instruction and ensure teachers are using high-quality daily lesson plans with formative assessments aligned to student learning objectives. They will be able to establish a strong school culture with aligned mission, vision and values.

System and Capacity Building

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

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
We aim to build capacity in all our STAAR tested courses, grades, and teachers this year around DDI. This includes training teachers and leaders on DDI processes and incorporating strong, weekly data meetings into our practice. We will also include structures and time to allow for re-teaching and re-assessing. Lastly, we will ensure we give two benchmark assessments in each STAAR-tested course that are aligned to the rigor of the State Assessment.	ESC 5	2020	YEAR 1: We will work with our ESC to implement DDI practices in our school. Additionally, we will have ESC visits to our campus and ongoing coaching on our DDI practices. We will use our reflections on these practices to problem-solve and improve our DDI Implementation at the campus.	5.3
We aim to create clear roles and responsibilities for all members of the leadership team. Additionally, we aim to provide greater clarity to team members in how to support effective instruction and the Implemenation of identified campus non-negotiable strategies. We want to improve the structure of our weekly leadership meetings to ensure we are focused on the improvement student outcomes and teacher performance data.	ESC 5, External Leadership Coach	2020	YEAR 1: Principal will participate in leadership and coaching, i.e. TIL, training offered by ESC 5. External leadership coach will support the campus leaders in developing descriptors of roles and responsibilites, planning campus professional development, developing annual calendars (assessment and professional development), developing and/or refining meeting protocols.	1.1, 5.3
This year, we want to ensure we have strong systems in place for regular feedback on our teachers' lesson plans. We plan to create strong protocols to allow this to happen consistently so that our teachers receive meaningful feedback on their plans that results in effective instructional practices and stronger student outcomes.	Internal Capacity Building Efforts	2020	YEAR 1: Principal and external coach will review lesson plans weekly and give feedback on a scheduled cycle regarding the inclusion of the Fundamental Five principles and other campus identified non-negotiables to ensure stronger student outcomes.	5.1
We aim to create more staff involvement in a refined approach to hiring and retaining the best teachers. We would like to build capacity in this area, by creating a teacher hiring committee who will help refine and execute the new, revised hiring efforts. This includes attending job fairs, helping modify the interview selection process, and participating in interviews for candidates. Our team will be tasked with building positive relationships with our substitutes.	Internal Capacity Building Efforts	2021	YEAR 2: We will do most of this work internally. It will start by identifying those interested in being on our committees (hiring, substitute, etc.). Potential committee members will include teachers, students, parent and community members. The principal will ensure we have time on our year long calendar to meet with our committees, plan, and gather feedback on the processes.	2.1

We aim to revise of our school mission, vision, and values involving the school staff, students, and community in refining these essential components of our school. Upon conclusion of the activities, staff, students, and families will be able to speak to the mission, vision, and values. Our goal will be to continue to keep students and teachers engaged in a positive environment. We will expand our practice of surveys to include students and families, ensuring that we are analyzing the interim surveys with our staff, students, and school community.	Internal Capacity Building Efforts	2021	YEAR 2: School activities will be designed and coordinated to include children and families and be supportive of the school mission, vision, and values so that positive relationships develop and ensuring that a positive climate continues. We will do most of this work internally. The principal will conduct surveys at least twice each year to gather input regarding a positive school climate.	3.1
At full implementation, we will have a dedicated time for re-teach after each formative assessment during small group instruction. We will track mastery on each assessment, and share this information with teachers, students, and families. We will provide our teachers with ongoing professional development aligned to best practices in terms of instructional materials, resources, and strategies.	ESC 5, TEKS Resource System	2021	YEAR 2: We will provide professional development for teachers to support instructional practices, utilization of resources, and differentiation practices. Teachers will include plans for reteach in their small group weekly lesson plans.	4.1

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.*

Pre-Implementation	Essential Action
Ensure budget and calendar allow for professional development for ILT Team Members	5.3
Begin process for creating next year's master calendar with protected time for meetings, assessments, data analysis, and re-teaching	5.3
Plan summer PD calendar with ample time to address focus on DDI and lesson planning	5.3

Implementation Year 1	Essential Action
Campus leaders facilitate effective weekly data meetings where teachers are able to participate in the process of analyzing data, identifying misconceptions, and planning strong re-teach plans which in turn lead to improved student outcomes	5.3
Campus leaders provide consistent and meaningful feedback on teachers' lesson plans within designated timelines that result in stronger student achievement	5.1
Teachers for academic content courses are provided with high quality curricular materials that support the achievement of all students including: scope and sequence, unit plans, text resources and other instructional materials	4.1

Implementation Year 2	Essential Action
Our hiring process employs multiple avenues for recruiting and hiring strong candidates who demonstrate content knowledge as well as an alignment to our school mission, vision and values	2.1
Our teachers receive differentiated professional development aligned to their individual learning goals and needs	2.1
Our school's mission, vision, and values are apparent throughout our school and community. Our staff, students, and families can speak to our mission, vision, and values and are connected to our school	3.1
Our school culture demonstrates a commitment to high-expectations for all students, staff, and families	3.1
Campus leaders behaviors and actions are grounded in clear roles and responsibilities with a focus on instructional leadership	1.1
Teachers participate in meaningful professional development opportunities throughout the year that align to the campus focus areas and result in stronger outcomes for students	1.1

Implementation Year 3 and beyond	Essential Action
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.*	
Our campus has processes in place to observe, monitor, and adjust our practices as they relate to DDI. We review student achievement data, teacher survey data, and observational data to adjust course and continue strengthening our weekly data meetings as well as our formative assessment data	5.3
Our campus has processes in place to audit, monitor, and adjust our practices as they relate to protecting ILT time and clarifying roles/responsibilities for ILT leaders. We intentionally build the capacity for additional leaders on our campus from among the instructional staff. Our campus leaders prioritize instructional leadership including action coaching, data analysis and team leadership	1.1

Teachers continue to receive high-quality feedback on lesson plans with ample time to respond to the feedback and adjust their plans so that the lessons we present to our students are objective-driven and aligned to the TEKS	**5.1**
Our campus continues to gather data on our student culture and routines. We adjust our focus areas and build out new routines/revise existing routines for the start of the next year based upon this data and our culture walkthrough observations	**3.1**
Our campus hiring and recruitment team assures the hiring and retention of highly effective teachers	**2.1**
Our campus partners with the the ESC to ensure our curricular materials provided to our staff are high-quality, useful, and produce strong student outcomes	**4.1**

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	$ -	
Professional Development	$ 20,000.00	$1,000 each per year for 10 personnel for 2 years (registration plus travel)
Supplies and Materials	$ 10,000.00	$1,000 each per year for 10 personnel for 2 years (instructional and leadership materials)
Other Operating Costs	$ -	
Capital Outlay	$ -	

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

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

School Action-Restart: Turnaround Plan

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

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

School Action Planning and Implementation Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align restart strategy with district vision for student success

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

Year 1 - Planning Phase 2: Develop - Develop policies and systems for implementing ACE

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

Year 1 - Planning Phase 3: Transition - Support transition planning for ACE model implementation

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

Year 2 - Implementation: ACE Implementation Fidelity

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

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

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

Year 2 - Implementation: District implements partnership with fidelity					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

School Action-New School: District Managed Plan

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

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

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

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

Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

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

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

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

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

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

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

Year 2 - Implementation: District implements new school with fidelity					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

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

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

Year 2 - Implementation: District implements partnership with fidelity					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes