Turnaround Plan Implementation				
Year One (Completed with continued implementation)				
Turnaround Plan Action	**18-19 Goal(s) Addressed**	**Interventions Listed**	**Staff Member to Oversee**	**Status**
Following emphasis in 17-18, the 18-19 master schedule has been adjusted to maximize instruction time with smaller class sizes that include teaching with veteran and new teachers with built in RtI program and planning periods for teachers to collaboratively unit plan. In the 19-20 school year, the district has adjusted the school day to 4.5 days allowing for Friday afternoons to be dedicated to department PLCs to focus on instruction, planning, and data-driven decisions.	1, 2 ESF 1.1, 5.1 (5.3)	● Master schedule ● Mentor/Mentee Training and Program ● Achieve3000 and Agile Minds support programs ● Planbook for collaborative unit and lesson planning with rubric for teaching conversations ● Campus calendar with PLCs, agendas, and sign-in sheets	Principal DCSI	● Master schedule for 18-19 school year now reflects more instructional time with PLCs bi-weekly ● RtI classes included (TEAM Time periods for 18-19 in order to address needs identified in data analysis from 17-18 results) ● Planbook lesson planning tool implemented ● Purchase of Agile Minds & Achieve3000 and in place for fall ● AVID targeting at-risk students for increased academic support in place ● Added RtI Reading program with dedicated RtI Reading teacher and two aides with 100% of students not being successful in 17-18 on STAAR being supported

				with small group support during the week.
Dedicated PLCs focusing on instructional strategies and data-driven instruction. District STEM Coordinator is leading science PLCs. The campus principal attends ELA PLCS and the department head is in year two of the Lead4ward Reading & Writing Academy program. All ELAR teachers are attending year one of the academy. The district instructional coach supports the Social Studies department with planning and data. The campus instructional technologist is supporting the math PLCs. Monthly the district curriculum staff monitors the data, meets to discuss adjustments, and then works with the targeted PLCs for support.	1,2,3 ESF 1.1, 5.1 (5.3)	● Master schedule ● Lead4ward PLC planning training and ongoing webinar support ● PLC calendar ● Campus calendar with PLCs, agendas, and sign-in sheets	Principal, District Curriculum Staff	● Master schedule changed for 18-19 school year ● Lead4ward 101 for all new teachers completed ● Lead4ward PLC Planning for all core teachers completed ● Lead4ward PLC webinars for campus throughout year ● Lead4ward Reading and Writing Academy for Dept Head (Year Two) and for all ELAR staff (Year One) ● District has developed data protocols for PLCS as well as common language and definitions for stronger lesson planning. District is expecting lesson plans to be evaluated by rubric with feedback for improved planning and quality instruction.
ESC14 staff to provide on-going professional development and RD Consultant to provide implementation support for continued PBIS	1,2,3	● School calendar with full-days of professional development ● Days scheduled with	Principal, DCSI	● School calendar with full day professional development each 6 weeks ● ESC Curriculum staff

		ESC14 staff for targeted support of each core area		scheduled for 30 days during the school year to assist in planning and reviewing planning ● ESC ELA Curriculum staff scheduled days of support along with Lead4ward Reading and Writing Academy support ● ESC14 curriculum consultant leading Lesson Study with ELA teachers ● ESC14 ELA specialist attends Lead4ward Academy with SISD Staff in order to better support campus needs.
Redesigned walk-through forms 19-20 Walkthrough data collected in Edbrix program with 30% of teachers' summative evaluation based in a minimum of 5 walk-throughs during the year. Campus administration to conduct at least 5 walk-throughs on all teachers.	1,2,3 ESF 1.1, 5.1 (2.1)	● Campus will use the SIOP based walk-through form	Principal, APs DSCI	● Forms ready for 18-19 walkthroughs ● Conversion on Edbrix for monitoring of walk-throughs and prescribed professional development ● Campus and district walk-through data used to support individual teachers. ● Struggling teachers are assigned support with district micro-badges program and/or individual coaching support from

				district staff
Common lesson plan format with online tool for monitoring and rubric for evaluation for quality	1,2,3 ESF 5.1	• District level use of a template with campus level instructional modifications • District use of online lesson planning tool to provide monitoring of quality of lesson plans • Rubric developed for evaluation of lesson plans	Principal, District	• Template developed in the summer with principals and lead teachers • Rubric presented to all new teachers and administrators beginning in 17-18 school year • District and campus administrators reviewing lesson plans weekly • Lesson plans required two weeks in advance to allow for quality evaluation and feedback with individual conferences between admin, coaching staff, and teacher
Leadership program with college & career ready focus and online portfolio and data tracking notebook system	1,2,3	• Master schedule with advisement time during TEAM that will be used for the CCR program • Naviance purchased for the campus • Leadership skills in all electives • Data notebooks set-up for student through AVID design	Principal, District	• Master schedule changed for 17-18, 18-19 school year • Naviance logins and uploads available • Staff trained in AVID with plans for binders in place • Re-emphasis on use of Naviance on campus with students accessing during TEAM time and with additional support from

				district Work-based Learning Coordinator and Texas Workforce Solutions
Data for tracked students and visuals for student progress in campus data room where PLCs will be held	1,2,3 ESF 5.1 (5.3)	● Student groups identified for TEAM scheduling ● 100% tracking for students in ELA and Math growth goals ● Data room to be set-up in PLC room pending group identification ● Interim assessment in use	Principal, DCSI	● To be completed by the end of September following initial assessments from Agile Minds and Achieve3000 ● Data room established on campus tracking SEs and targeted students ● Campus academic celebration in place with classroom and campus celebrations planned on a regular basis
Increased staffing support for special programs and instructional support	1,2,3 ESF 5.1 (2.1)	● District instructional coach moved to campus to support instruction ● District instructional coach trained in KAGAN strategies to assist in the development of student centered instruction ● Director of Special Education, Director of Instructional Services, and LSSP job	District	● Recruiter worked with principal to fill positions on JH campus with qualified and experienced teachers (One of the district's largest challenges is recruiting and retaining teachers). ● Experienced teachers from across the district were moved to campus to increase academic and behavioral support ● Directors of Special Education and

		duties redesigned to support campus and special populations ● District recruiter hired to increase applicant pool quality ● Human Capital Coordinator hired to support all retention and recruiting efforts		Instructional Service to monitor special populations performance ● Team teaching for gen ed population in place for 8th grade ELA, 7th grade math, and 6th grade math. ● Full inclusion model for special education in place via teachers and aides
New Teacher Academy & Continuous Professional Development	1,2,3 (ESF 2.1)	● New Teacher Academy held prior to inservice for all new to teaching teachers or teachers by recommendation ● System of face-to-face and online professional development in place for all teachers ● Mentor and mentee program created with mentor training, handbooks, and checklists ● Online badge system in place for optional and prescribed instruction	District, Principal	● New Teacher Academy held the first week of August and continuing during the month of August and included Lead4ward, CHAMPS, Kagan strategies, and PBIS discipline training ● Badge system and calendar established for ongoing professional development ● Campus developing an internal system for campus trainings ● All new teachers assigned campus mentor, with several in co-teaching relationships

Year Two (Completed with Continued Implementation)			
Turnaround Plan Action	**Area of Potential Impact**	**Changes**	**Status**
Salary stipend schedule to reflect mentor and master teacher roles	1, 2 Staff Development (ESF 2.1)	● Optional career track for teachers who are not desiring to go into administration ● Ability to use mentor and master teachers in roles of instructional support and coaching ● Mentor teachers assigned to all new teachers with prescribed coaching plan in place ● Two master teachers identified for campus and given release period to support teacher coaching ● Additional veteran teacher support in place on campus ● (Pending) Salary schedule to reflect awards system in place for teacher performance	● CLT and campus administration identified master teachers to provide additional support ● District developing a performance-based pay system ● Lonestar Governance in place with board expectations for performance established
Home visits for at-risk students	1,2,3 Staff Development Understanding poverty situation	● Better appreciation for the needs of low SES students ● Scheduled bus tour in Quarter 2	● Staff went on tour of Snyder to better understand poverty conditions and completed Poverty Simulation.
Year Three (Currently in Implementation)			
Turnaround Plan Action	**Area of Potential Impact In ESF Model**	**Changes**	**Status**
Expansion of a recruiting and retention plan focusing on stipends for tested subjects, experienced teachers, and	ESF 2.1	● Stipends for tested subjects, sign-on bonuses, addition of a Human Capital Coordinator for professional recruiting, performance incentives, and increased pay for experienced teachers.	● Implemented with board approval in August 2019

performance bonuses.			
Home visits for at-risk students		● Home visits to identified students on October 21. District staff are coordinating the home visits with the campus leadership team. All faculty will be expected to participate. ● Develop protocol for home visits (and all parent conversations) focusing on parent education, at-home resources, and attendance.	
Adjustment to school schedule, PLC calendar, and data monitoring.	ESF 1.1, 5.1	● District STEM Instructional Coach will host a teacher training on exemplar and non-exemplar lesson plans based on district expectations and use of rubric. ● Teachers will create 2-weeks of lesson plans in Planbook in order to allow feedback opportunities. ● Highly effective instructional strategies will be written in lesson plans then implemented in the classroom and will be facilitated by use of evaluation of lesson plans for identified teachers. ● Data PLCs will include an aspect of lesson planning "why" based on the data outcomes and lead by teacher leaders-develop clear expectations of what to say. DCSI will develop scripted guide for teacher leaders to use in PLCs and in support of teachers. ● Campus administrative team will meet weekly to	

		plan content PLCS at least 2 weeks in advance. ● Establish planning meetings and PLCS on calendar with set agendas. ● Creation of PLC protocol models for use in PLCS to help guide instructional practices for unit and lesson planning purposes. ● Practice with protocol including modeling of the process by campus and instructional coaches.	
Parent engagement activities held each 6-weeks will be well publicized and pre-planned events focusing on academic needs of the campus.	ESF 1.1, 3.1	● STEM Nights to focus on parent support options to hold students at or above grade level including social support. ● Developed protocol for all teachers to use on parent nights so that a common message is being communicated and intentional support is given to new teachers to improve conversations. ● Establish a parent ambassador program to train a team of parents on the use of data to support academic achievement for students. ● Use district Public Information Officer to promote all events to all appropriate parents through a variety of media in both Engish and Spanish.	

The campus has been engaged in the ESF process. The Self-Assessment and initial plans have been developed by the CLT, campus principal, and DCSI. The ESF plan received public input on September 21, 2019. The ESF process will serve to enhance the actions of the implementation of the turnaround plan.

Cycle One of the Targeted Improvement Plan has been developed with short-term focus activities on EA 1.1 and 5.1. Based on the outcomes of the survey and the diagnostic visit additional areas of focus will be determined for Cycle 2.

Link to ESF Turnaround Plan

Areas of Address:
- Lack of 6th grade growth for multiple years
- Subpopulation performance for EL, SPED, ECD
- Overall lack of meets and masters level performance
- On-going lack of academic celebration on the campus as viewed by students