Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
SAN ANTONIO ISD	PEDRO MARTINEZ	JUDITH SOLIS	PATTI RADLE
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
BEACON HILL ACADEMY	000000106	LARYN NELSON	JUDITH SOLIS
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	08-10-2019	JANNA POTH	February 10, 2020

Turnaround Method

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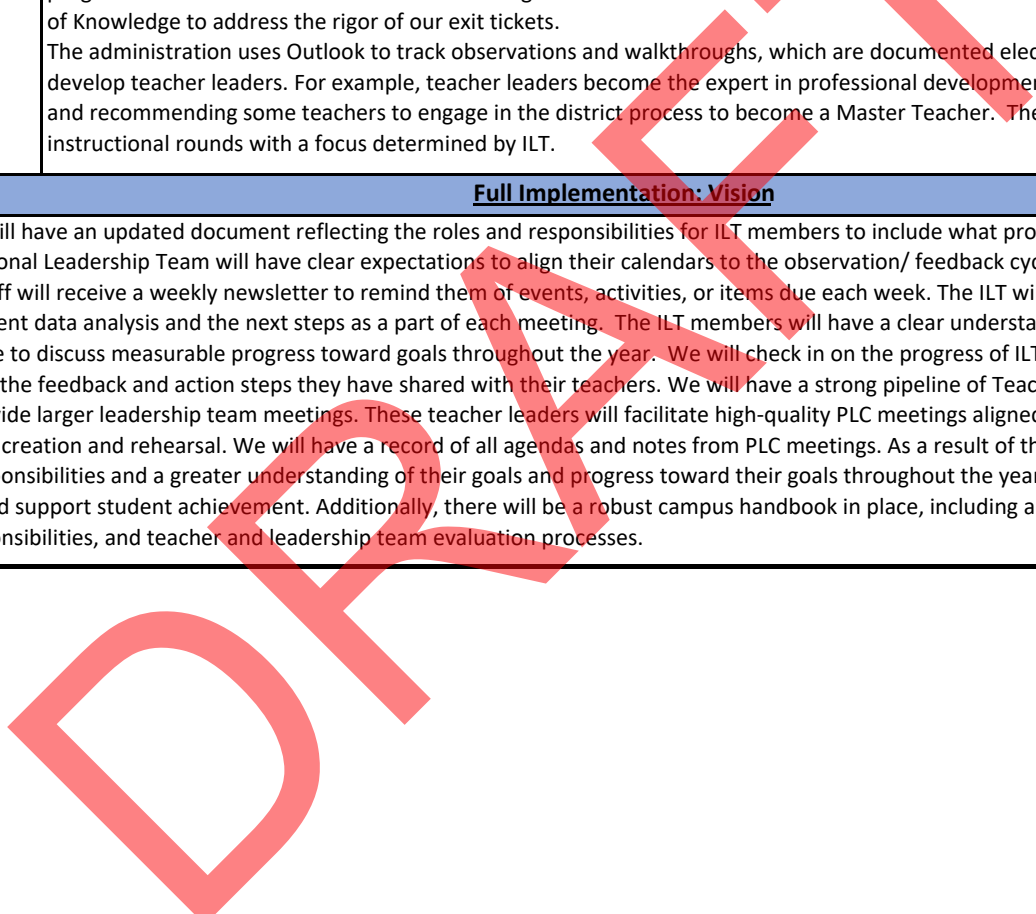
Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	☑
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated)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

Outcomes

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

		Current Implementation: Summary	
1.1 Develop campus instructional leaders with clear roles and responsibilities.	Implementation Level At Diagnostic	Administrative Team Meeting Agenda is set each week, with an administrative task focus, along with planning for PLCs. Meeting minutes are kept for documentation. Teacher appraisal assignments are established and communicated to teachers. In addition, the campus has roles identified but not defined for the following staff: principal, assistant principal counselor, instructional coaches, librarian, and some office staff. A faculty newsletter is utilized. The newsletter provides key dates and critical information to staff. The Faculty Handbook is used to communicate with staff their job responsibilities. Time is scheduled for PLCs to occur every Tuesday. The PLC agenda included a debrief from previous PLC, review of the assessment, and exit ticket data with instructional planning based on data. In addition, how TEKS are used to address instructional levels and activities to reteach or level up. Meeting minutes are kept for documentation and shared with staff through SharePoint. The EXIT tickets are utilized to monitor student progress and correlated to a standard. The PLC agenda included time to discuss the EXIT tickets. Additional, specific professional development on Depth of Knowledge to address the rigor of our exit tickets.	
	Partial Implementation		
	Prioritized Focus Area from ESF Diagnostic?		
	No	The administration uses Outlook to track observations and walkthroughs, which are documented electronically. Administrators look for ways to develop teacher leaders. For example, teacher leaders become the expert in professional development pieces of training, resources for other teachers, and recommending some teachers to engage in the district process to become a Master Teacher. There is a need for the campus to conduct internal instructional rounds with a focus determined by ILT.	

Full Implementation: Vision

At full implementation, we will have an updated document reflecting the roles and responsibilities for ILT members to include what processes and procedures are involved in their responsibilities. The Instructional Leadership Team will have clear expectations to align their calendars to the observation/ feedback cycles for each teacher to include face-to-face conferences. In addition, staff will receive a weekly newsletter to remind them of events, activities, or items due each week. The ILT will meet on a reoccurring basis and follow a set agenda that will include student data analysis and the next steps as a part of each meeting. The ILT members will have a clear understanding of their individual goals and performance expectations; and will be able to discuss measurable progress toward goals throughout the year. We will check in on the progress of ILT 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. We will have a strong pipeline of Teacher leaders (who will lead our PLC meetings) and be involved in monthly school-wide larger leadership team meetings. These teacher leaders will facilitate high-quality PLC meetings aligned to data-driven instruction, instructional best practices, and/or lesson plan creation and rehearsal. We will have a record of all agendas and notes from PLC meetings. As a result of these actions, teachers and leaders will report greater clarity on their roles and responsibilities and a greater understanding of their goals and progress toward their goals throughout the year. Additionally, PLCs will be seen as useful meetings that develop our teachers and support student achievement. Additionally, there will be a robust campus handbook in place, including all campus procedures and policies, especially those around roles and responsibilities, and teacher and leadership team evaluation processes.

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

Current Implementation: Summary	
Implementation Level At Diagnostic	Administration attends job fairs consistently to recruit and attract teachers with elementary and middle school experience. The district also provides additional opportunities to recruit teachers. We have limited staff turnover. The district has an interview protocol form with standard questions for the campus to utilize. The interview committee consists of the principal, assistant principal, instructional coach, and teachers. We would like to have the candidate provide a demonstration lesson, but resignation usually occurs in the summer. The staff is surveyed two to three times a year to capture needs from the instructional staff. In addition, this template acknowledges areas of strength and weakness. This is an on-going communication tool used to communicate feedback and needs with staff. The administration identifies high-performing teachers who are used as resources for other teachers an to lead professional development. We have Master Teachers identified on our campus, who take on additional instructional responsibilities and are compensated financially.
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	ACT/CLT members are elected by the staff, who receive a list of responsibilities. However, more training is needed in protocols, expectations of the group, or adult learning facilitation.
	We select veteran teachers to serve as mentors to novice or new teachers to our school. We place teachers in roles based on preference, which is communicated by way of an intent form submitted at the end of the year. We aim to make assignments based on student data in the future and strive t put our most effective teachers in the most high-needs grades levels, when appropriate. We evaluate teachers using T-TESS and look for opportunities t give high-performing teachers leadership roles (PLC or faculty meeting leads). We have created a system for supporting struggling teachers to include our instructional coach, district personnel, feedback, and coaching. We have a preferred substitute list so that we ensure there is quality instruction during a teacher's absence.

| **Full Implementation: Vision** |
|---|
| At full implementation, our campus leadership team will ensure we have a robust recruitment strategy in place, including attending college and teacher fairs and hosting an internal referral campaign. Additionally, we will work with our HR team to track our candidates and determine which efforts result in the best production of high-quality candidates. At the campus interview, we will have the candidates conduct a demonstration lesson ensuring that the teacher successfully executes a highly effective, engaging lesson aligned to TTESS. We wi 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 identify our top-performing teachers as an ILT, specifically those teachers who have been identified as a Master Teacher by the district. We will also strive to offer differentiated, personal learning opportunities for our staff geared towards a more individualized learning plan. We will provide ongoing support and training for our teacher leaders. To address retaining high-quality substitutes, the campus leadership team will develop a mentoring/check-in system for all incoming substitutes, so there is someone to check-in with substitutes throughout the school year. |

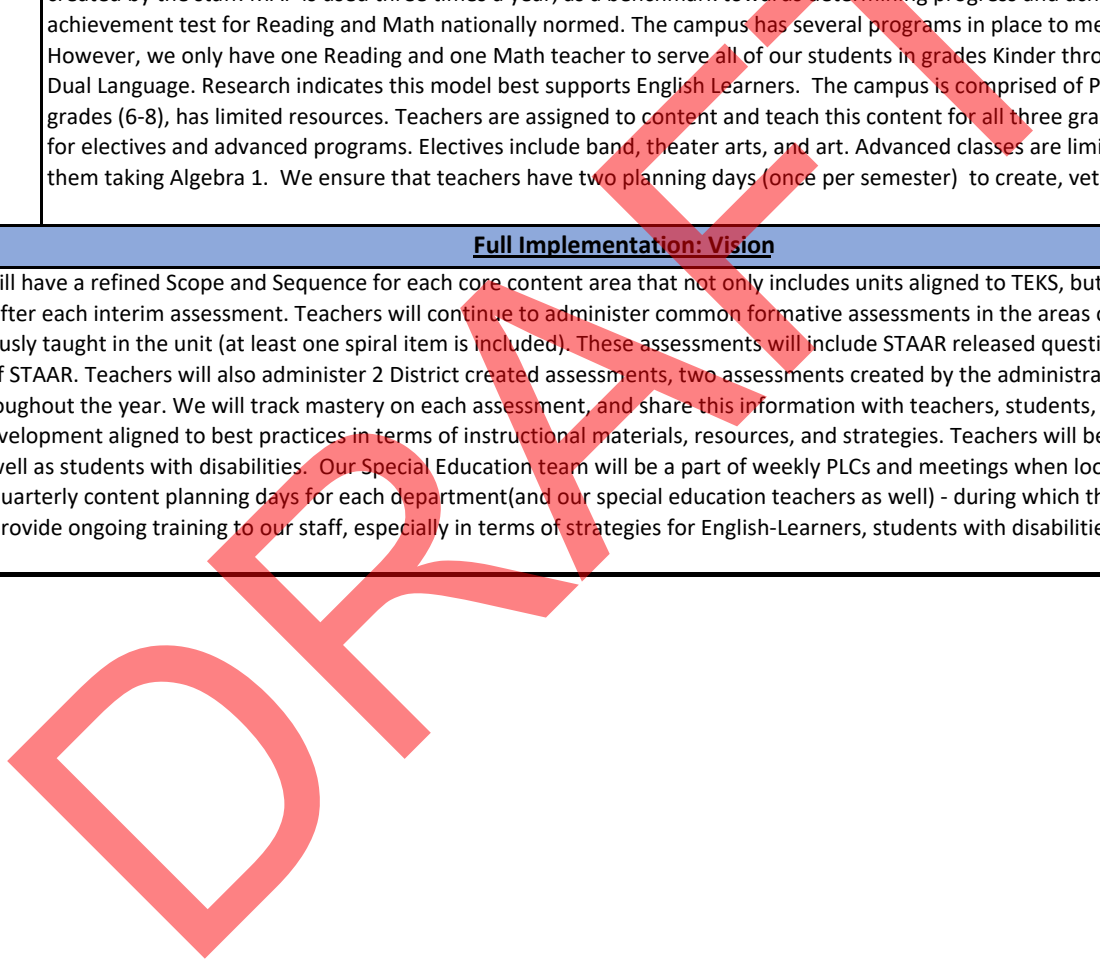|	Current Implementation: Summary	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Implementation Level At Diagnostic	The Faculty Handbook is provided electronic and hard copy to each staff member at the beginning of the year. It is reviewed during pre-planning, so all staff know and understand what is expected. This handbook is referenced throughout the year for documentation purposes. All families and students receive a hard copy "Parent & Student Handbook" to inform them of all campus and district policy, procedures and expectations. A campus vision was created about a year ago with staff members. However, we need to revise our campus mission this year and post the school vision and mission throughout the building to include classrooms. Rules are articulated in a clear format and in easy to read language for the library, gym, restroom, hallway, playground, dismissal, bus, and cafeteria. We provide parent with "Year at a Glance" calendar for the school year with important dates and events. In addition, campus contacts are provided on this calendar. Campus Dojo is a system for parents to stay connected with staff and used as the campus PBIS reward system. Our campus implements PBIS and celebrates students who demonstrates the pillars of "Being Safe, Responsible send Respectful". The district climate surveys are utilized annually as part of PBIS. The surveys are given to students, staff, and families. These results are also shared with a PBIS team members and then this member is expected to share the information to the grade level. On our district Insight Survey from the staff, our school culture and climate is the highest rated.
	Beginning Implementation	
	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. Our mission, vision, and values will be prominently displayed in classrooms, shared spaces, and school areas. All staff, students, and families will be able to speak to the mission, vision, and values. We will have established both student/family and staff handbooks that guide our behavior. Staff and students will interact with one another in a respectful way at all times. All staff will know the expectations for ALL students and hold students to these expectations at all times. The campus leadership team and PBIS team will work collaboratively together to main consistent high expectations for ALL students for behavior, academics, and social, emotional learning. We will start each year with strong monitoring of students in shared spaces and set the tone early on regarding high expectations during less structured times: lunch, recess, arrival, dismissal, etc. We will use a culture rubric during walkthroughs during these periods to obtain ongoing data that will be analyzed by the larger leadership team to make adjustments and refinements. We will have students create hallway and bathroom visuals that remind one another of the shared expectations. Classrooms will also have the same expectations posted across the school. We will continue our practice of surveys, ensure we are analyzing the interim surveys with our staff, and sharing the survey data with our staff, students, and school community. Our campus will feel positive and inclusive. High expectations will be held high for our staff and students using asset-based language in staff-to-staff interactions and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed. Students and staff will be recognized publicly monthly for exemplifying the Beacon Hill Way.
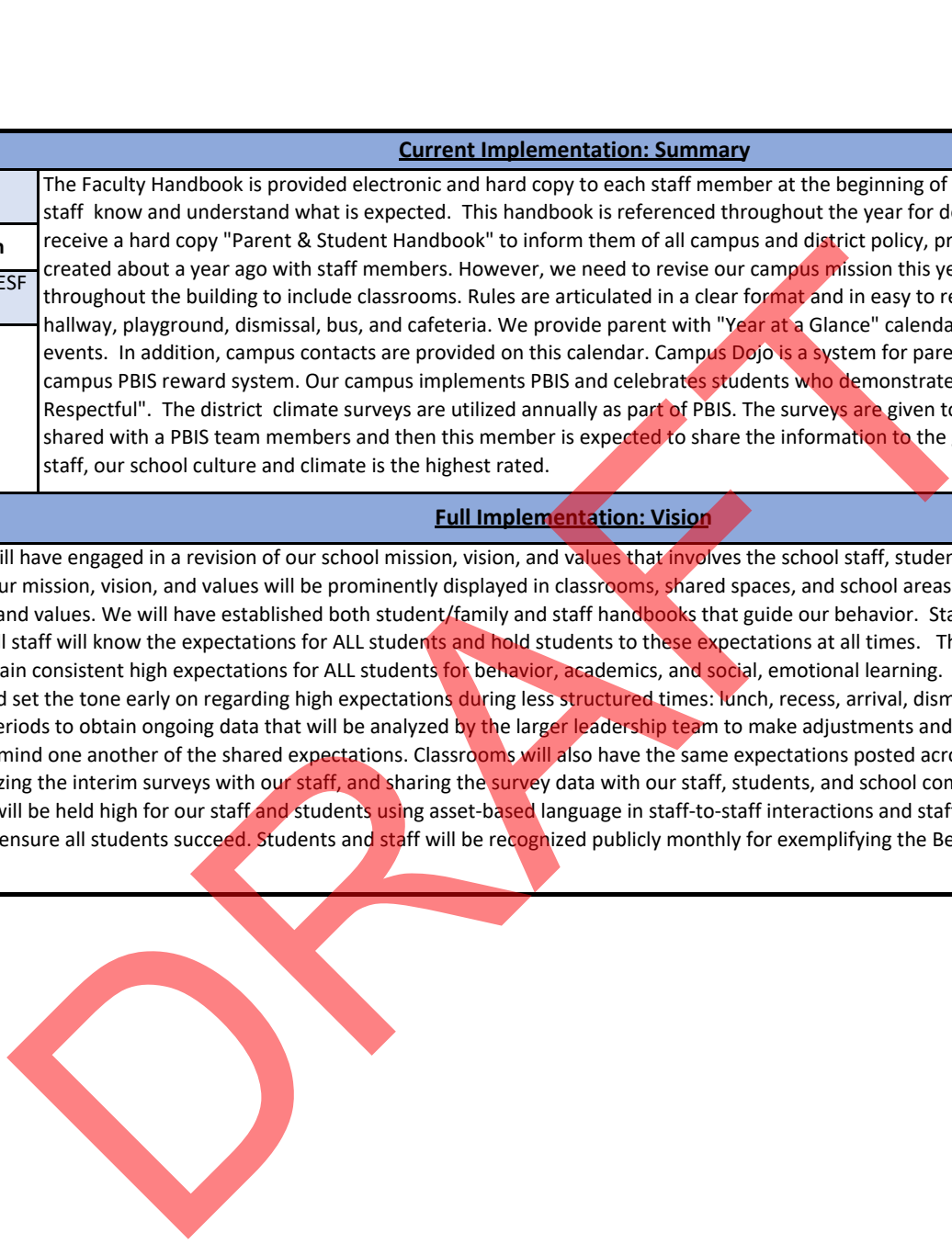
	Current Implementation: Summary	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Implementation Level At Diagnostic	Our district has created a "Year at a Glance with bundled TEKS" for the Scope and Sequence of each content area. The Year at a Glance has an emphasis readiness and supporting standards. Each grade level also has a pacing guide to use with YAG. Additional resources include the district website for curriculum and assessment, Lead4ward, and new ELAR adoption. The district has adopted new ELAR curriculum resources, so teachers and campus eldership are learning the components to plan properly. Exit Tickets are used on a daily basis as a means of assessing daily mastery of learning objectives The Exit Tickets are correlated to a standard taught during the lesson. Exit tickets are submitted weekly on our campus Sharepoint and vetted by our campus instructional coaches for alignment. Unit assessments are also given and documented on a campus assessment calendar. These assessments are created by the staff. MAP is used three times a year, as a benchmark towards determining progress and achievement. This is a computer adaptive achievement test for Reading and Math nationally normed. The campus has several programs in place to meet the needs of special populations. However, we only have one Reading and one Math teacher to serve all of our students in grades Kinder through 8th grade. The campus has a strand of Dual Language. Research indicates this model best supports English Learners. The campus is comprised of PK through 8th grade. The middle school, grades (6-8), has limited resources. Teachers are assigned to content and teach this content for all three grades. Currently, students have limited options for electives and advanced programs. Electives include band, theater arts, and art. Advanced classes are limited to a compacted math track that includes them taking Algebra 1. We ensure that teachers have two planning days (once per semester) to create, vet, and plan for assessments during the year.
	Planning for Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	

Full Implementation: Vision
At full implementation, we will have a refined Scope and Sequence for each core content area that not only includes units aligned to TEKS, but it will also include all assessment dates and dedicated time for re-teach after each interim assessment. Teachers will continue to administer common formative assessments in the areas of reading, writing, math, science, and social studies based on TEKS previously taught in the unit (at least one spiral item is included). These assessments will include STAAR released questions, as well as other questions that are aligned to the level of rigor of STAAR. Teachers will also administer 2 District created assessments, two assessments created by the administration, one simulation STAAR test, and three NWEA MAP assessments throughout the year. 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 with resources to support their English-Learner students as well as students with disabilities. 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 quarterly content planning days for each department(and our special education teachers as well) - during which they will internalize the upcoming units and materials provided. 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.

		Current Implementation: Summary	
5.1 Objective-driven daily lesson plans with formative assessments.	Implementation Level At Diagnostic	The lesson plans have the standards identified and organized in categories; TEKS, Lesson, and "I DO" EXIT Ticket. Exit Tickets are used as a formative assessment and submitted weekly for vetting and feedback. Lesson plans are submitted by teachers new to our campus and first-year teachers for feedback. An EXIT Ticket rubric is used to vet and provide feedback, which is given electronically to teachers from the Instructional Coaches and monitored by administration. All lesson plans for all teachers are expected to be available in the classrooms each week. Administration requires weekly lesson plans and checks for their submission.
	Planning for Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	With the exception of new staff members, teachers will only be required to submit "EXIT Tickets" for the week in the areas of math & reading for all grades; Science for 5th, MS-your content areas). All teachers are required to have their lesson plans visible/accessible in the classroom. Emergency Lesson plans are to be submitted at the beginning of the year. Lesson plans are expected to be turned in by the Friday prior to implementing.

Full Implementation: Vision
At full implementation, all teachers will submit assessments on Monday morning, one week in advance. These lesson plans would include clear student-friendly content objectives as well as language objectives. The lesson plans would be written on a shared lesson plan template with openings, closings, and objective-driven activities (Introduction to New Material, Guided Practice, and Independent Practice). Lesson plans would also include sections to include differentiation. Most importantly, each lesson would be submitted with a formative assessment, teacher exemplar, and student exemplar. The lesson plans would align with our current YAG and scope and sequence. The lessons will be based on gathering and responding to student data and include several checks for understanding throughout the lessons. We would want to be able to check for the fidelity of execution to the lesson plan during our classroom observations. Each lesson plan would be reviewed by a member of the ILT on Monday/Tuesday the week BEFORE it is taught. Teachers would receive 1-5 pieces of actionable feedback aligned to the plan. The ILT will be calibrated and normed on the feedback provided to teachers. Lastly, there will be a clear process in place for teachers to make changes to their plans and submit final versions by Friday the week before the lesson is taught.

		Current Implementation: Summary	
5.3 Data-driven instruction.	Implementation Level At Diagnostic	During PLCs and grade-level meetings, data is reviewed after assessments and weekly with exit tickets. After unit assessments, teachers disaggregate the data by question by the teacher to determine the lowest-performing TEKS to plan for reteaching. These questions are included in the next assessment o assessed independently to track mastery. Action plans are created by each grade level to reflect which students need additional support or more enrichment. Adjustments are made regularly and addressed through spiraling/small groups. Pre-K through 2nd-grade teachers are paired up with a 3rd 8th-grade teacher to assist with tutoring through pullouts once per week. Student trackers are used for students to track their progress by the standard. Kinder, 1st, and 2nd-grade teachers track reading level, fluency, etc. In some classes, students have their own data folders where they track their performance levels by TEKS tested. Student data binders have been implemented in most of our 3rd through 8th-grade classes. The campus has protected PLC time once a week for 80 minutes, in which two grades collaborate in four of the sessions. Meeting minutes for every PLC are recorded and uploaded on campus Sharepoint.	
	Beginning Implementation		
	Prioritized Focus Area from ESF Diagnostic?		
	Yes		

Full Implementation: Vision
At full implementation, our campus will make all decisions based on data in all aspects. We will have dedicated time after each interim assessment to review data as a leadership 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.
We will have weekly data meetings where teachers are able to meet in teams, with a member of the ILT, and analyze their most recent data (whether it be from an exit ticket, unit test, or more summative form of data). These data meetings will be run by ILT members will receive ongoing observation and coaching from the Principal. Teachers will continue to meet weekly with the administration and the instructional coach to review student data and effective strategies used to address student misconceptions. Weekly meetings will be co-facilitated by grade level chairs who have been trained in formative assessments and data analysis and who will receive ongoing professional development on research-based high yield strategies to improve student achievement.
Classrooms will track their class-wide Interim Assessment (IA) data. We will look for ways to celebrate students who have shown growth and increased levels. In order to ensure all these systems are able to occur on a consistent basis, we will need to be intentional about our master schedule and protect time for weekly data meetings, leadership team data analysis meetings, 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 principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

System and Capacity Building

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

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
We will build capacity in rigor and alignment within lesson plans and formative and informal assessments. This will include training teachers on Depth of Knowledge and on the DDI processes, incorporation weekly data meeting into our practices that specifically target rigor. Lesson plans would also include sections to include differentiation. Most importantly, each lesson would be submitted with a formative assessment, teacher exemplar, and student exemplar. The lesson plans would align with our current YAG and scope and sequence. The lessons will be based on gathering and responding to student data and include several checks for understanding throughout the lessons.	External - ESC 20 - DOK Internal - Professional Learning Communities and Development	2020-2021	Year 1 - We will partner with our ESC and district content specialist to support the rigor and alignment of the lessons, formative assessments, and feedback to teachers. They will assist with the ongoing coaching cycle to support the implementation of DDI practices. We will develop a protocol and strong feedback cycle for lesson plans and formative assessments that ensure lessons are aligned, formative assessments are administered, and data is disaggregated, and a plan of action is determined for the next steps. The Campus Leadership Team (CLT) will participate in monthly data analysis to engage in Standards in Practice discussion as well as campus instructional rounds.	5.1
We will build capacity in analyzing data and creating an in-This will be achieved by utilizing a systematic approach to assessing, analyzing, monitoring, and adjusting instruction for all students. Teachers will be trained in formative assessments, daily data analysis, and providing immediate feedback to students to address misconceptions. Formative assessment training will include backward lesson planning and content TEKS breakdowns following a Standards in Practice Protocol. Data analysis training will include setting goals, monitor and adjusting instruction, student data breakdowns by TEKS, and small group instruction.	External - ESC 20 Internal - Professional Learning Communities and Development	2020-2021	Year 1 - Teachers and administration will conduct book study and training each semester to include Driven by Data (Bambrick Sontoya) and Visible Learning (Hattie) in order to develop processes, procedures, and protocols around disaggregating, analyzing, and using data. Additionally, the District Office of School Improvement and Research and Evaluation will conduct training for teachers through Professional Learning Communities and Professional Development on unpacking the TEKS, identifying misconceptions, creating assessments, and developing action plans.	5.3

We will ensure that all teachers are trained on the curriculum documents and resources. We will ensure that our content teachers have curriculum resources such as Lead4Ward and other instructional materials that address the needs of all sub-populations, including ELLS, Special Educations, and 504 students.	Internal - Campus Professional Learning Communities (PLCs), Principal Learning Network (PLN), District curriculum department	2020-2021	Year 1 - Teachers will be trained by district content specialists and instructional coaches on all instructional resources and district created curriculum. Additional days of training will be added through PLC time, as determined by observations. Lesson plans, formative assessments, and walkthrough data.	4.1
We will build capacity in our staff to assist with the recruitment, hiring, and retaining our teachers. We would do this by identifying teachers who have demonstrated student success through data to create a hiring committee to attend job fairs, participate in an interview panel, and serve as a mentor to new teachers.	Internal - Campus Professional Learning Communities (PLCs), Principal Learning Network (PLN),	2021-2022	Year 2 - We will identify these teachers through end of year, comprehensive data and expressed interest. We will provide campus PD to build their leadership capacity using the book, 360 Leader and Leader Within (John Maxwell)	2.1
We will define clear roles and responsibilities for all staff members of the campus to include specifics of job tasks and expectations. These performance expectations will be clear, written, and measurable to match their job responsibilities. Additionally, we will provide clear expectations of CLT and ACTs in how to lead their grade levels. We aim to ensure that teachers are provided regularly scheduled job-embedded professional development.	Internal - Campus Professional Learning Communities (PLCs), Principal Learning Network (PLN), External Capacity Builder - Solution Tree	2021-2022	Year 2 - Campus Leadership Team (CLT) will conduct in-person professional development, face to face daily coaching, weekly coaching/monitoring, and ongoing support from the Area Superintendent and Office of School Improvement. The CLT will participate in Professional Development - Professional Learning Communities at Work Institute to work on clearly defining roles and responsibilities. CLT will also revise the campus systems and procedures document to ensure all staff members are informed and up to date. The campus systems and procedures document will include calendars for observation/feedback times, along with meeting dates and agenda templates. To improve capacity across the campus, the principal, along with CLT, will receive ongoing support and coaching in the area of school-wide systems and structures from the DCSI and Office of School of Improvement.	1.1
We will build capacity aim to work together to build a strong culture of high expectations and college/career readiness. In working together, all campus stakeholders will engage in creating the campus mission/vision statement driven by a shared theory of action. All staff members will be trained in asset-based language and strategies. The intent of the training is for all staff members to see the assets brought into the school community by families. This will also bring about shared ownership in creating routines and practices which can be used both in and out of the school community. CLT wants practices and routines being created to be used beyond the shared spaces throughout the school building - to go beyond being used at recess, hallways, or transitions, etc.	Internal - Campus Professional Learning Communities (PLCs), Principal Learning Network (PLN), External Capacity Builder - Model Schools Network	2021-2022	Year 2 - Campus Leadership Team (CLT) will conduct in-person professional development through the Model Schools Conference, face to face daily coaching, weekly coaching/monitoring with our DCSI/Area Superintendent, and ongoing support from the District Office of School Improvement. CLT will participate in a summer professional development series being conducted online, guiding us through the creation of school-wide routines and protocols. In August, CLT will lead a series of professional development sessions providing practice opportunities and activities for teachers to be able to rollout routines when school begins. CLT will meet with administration monthly to monitor the progress of routines and impact on school culture. The Office of School Improvement will also visit the campus at least 1x every nine weeks (4 times throughout the year) to provide coaching and feedback on student/teacher culture. Additionally, climate surveys for all stakeholders (students, staff, families) will be administered and reviewed for feedback 1x every semester to reflect on practices and improve school culture.	3.1

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
Create master schedule and calendar to reflect dedicated time for meetings, assessments, data-analysis and reteach.	5.3
Share student data, vision, mission, focus areas, and continued initiatives with all stakeholders	1.1
identify professional development to address instructional strategies of lowest performing TEKS	5.1
Utilize student data and teacher reflection to adjust grade level teacher placements, as necessary.	2.1
Implementation Year 1	**Essential Action**
Grade level chairs and campus administration will co-facilitate weekly data meetings so teachers are able to engage in data analysis and create action plans for strong re-teach and enrichment strategies to increase student achievement and growth	5.3
Our teachers will engage in meaningful professional development throughout the year which align to increase student growth and achievement	2.1
Teachers will receive weekly feedback on formative assessments and lesson plans and development of action plans for students.	5.3
Teachers receive daily instructional feedback on their formative assessments and lesson plans within campus created timelines to result in increased student achievement	5.1
Implementation Year 2	**Essential Action**
Our teachers will receive professional development aligned to their individual learning goals and needs aligned to TTESS goals and campus goals.	2.1, 3.3
Teachers for STAAR tested courses are provided with high quality instructional materials that will support the achievement of all students.	2.1
CLT will engage in instructional rounds to ensure fidelity of implementation of campus initiatives and goals.	1.1, 3.3
Teachers will receive timely, specific feedback on their formative assessments and lesson plans to increase student achievement and mastery.	5.1
Teacher will work in collaboration with district content specialist to create high-quality TEKS aligned curriculum materials which support student success and growth including: scope and sequence, pacing guides and other instructional materials.	4.1

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 process, procedures and protocols in place to create and administer aligned formative assessments, analyze data , and monitor instruction with student mastery and	5.1, 5.3
Our campus has strengthen our weekly PLCs that are teacher-led with the focus on student achievement and campus goals.	1.1

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	$210, 000	Intervention specialist
Professional Development	$ -	
Supplies and Materials	$ 30,000.00	Learning A-Z (Reading, Math, Writing, Science); Edgenuity
Other Operating Costs	$ -	
Capital Outlay	$ -	