

## Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
San Antonio ISD	Pedro Martinez	Daniel Girard	Patti Radle
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Douglass Academy	015907119	Dr. Stephanie Ratliff	Daniel Girard
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019	October 1, 2019	Marú A. Falletich	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.	<input checked="" type="checkbox"/>
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	<input type="checkbox"/>
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).	<input type="checkbox"/>
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	<input type="checkbox"/>
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	<input type="checkbox"/>
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	<input type="checkbox"/>

### 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.	<b>Current Implementation: Summary</b>	
	Implementation Level At Diagnostic	Currently, Douglass has clear leader job responsibilities that were created and reviewed the campus leadership team. Additionally, there is an identified list of teachers each administrator supervises throughout the year utilizing T-TESS. Once compiled, notifications of their supervisor are communicated to teachers. The campus has pacing calendars, scope and sequence for TEKS, timelines, protocols, and expectations in place for weekly PLC meetings with all teachers. Weekly PLC meetings have agendas and minutes based on the essential PLC questions. In addition to having weekly data meetings with teachers, the administrative team meets every Monday to review teacher progress and if these progressions are in line with campus goals. The administrative team also updates coaching plans for individual teachers and set walkthrough times/dates on our campus. To house these collaborative documents, we have created Team Google Drive. As a campus, there is a focus on coaching and monitoring feedback effectiveness among all lead team members, including campus administrators such as the assistant principal and campus instructional coach). Immediate instructional feedback occurs and is centered on research-based practices such as those identified by researcher and author, Dr. John Hattie.
	<b>Beginning Implementation</b>	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	
<b>Full Implementation: Vision</b>		
<p>At full implementation, the campus will have clear, explicit roles and responsibilities for all staff members, to include teachers, instructional leaders, and administrative personnel. Within the roles and responsibilities of the leadership team, they will create a campus monitoring tool within the Google Team Drive. This tool will be accessible to every staff member, so they themselves can monitor campus progressions every nine weeks. Measurable goals will be set and written as a T-TESS goal in Performance Matters to ensure agreement between both the appraiser and the appraisee. There will be a year-long calendar created and adjusted as needed based on student needs. The calendar will include: vertical and horizontal PLC meeting dates/times, grade level planning dates/times, assessment dates, writing sample collection dates along with classroom/PLC/data observation times, and principal feedback cycles. Teachers will be able to create measurable T-TESS goals based on campus goals for student achievement. The campus leadership team will meet with teachers to monitor progress toward goals every nine weeks and meet weekly with administration during weekly PLCs. Teacher leaders will facilitate data-driven weekly meetings by creating and using agendas following the DuFour PLC Model (i.e., resource being used Learning by Doing). Teacher leaders will use not just agendas, but also use a Google Form (which will export into an Excel spreadsheet) to track feedback to teachers. They will also conduct campus-based instructional rounds with teachers and administration. To support continuous job-embedded feedback, PLCs, grade-level meetings, and vertical team meetings will include professional development for teachers. Part of the professional development includes modeling best practices and providing feedback to peers. During data meetings, teachers will share research-based best practices in the Team Drive visible by all staff members. With teachers being more involved and facilitating weekly data meetings and assisting in creating job roles and responsibilities, there will be a system of clear expectations of roles, responsibilities, and monitoring. Additionally, PLCs will be relevant to current teacher and student needs while informing the administration on the progress of all staff members.</p>		

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

**Current Implementation: Summary**

Implementation Level At Diagnostic	We currently have a student recruiting process in place where teachers and students collaboratively create brochures, flyers, and a video to show why Douglass Academy should be the campus of choice. We are also using the same process to recruit experienced and highly effective elementary and secondary teachers to Douglass. During attendance at multiple district-level job fairs, we interview to determine the level of familiarity with the TEKS, how they use assessment to inform instruction, how they can analyze student data, and how do they monitor student growth. The campus also created an internal process for all applicants, which include leadership interviews on-campus and videotaped demonstration lessons. We base our strategic grade-level placement of teachers on student achievement from the previous year's data, certification/accreditation, and then teacher preference. The campus continues to work on building teacher capacity through feedback and professional development, including internal instructional rounds and
<b>Beginning Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	

**Full Implementation: Vision**

At full implementation, the campus leadership team will continue to revise our recruitment efforts to include all stakeholders (parents, staff, and students). The leadership team will continue to attend all job fairs, to include mid-year and high-need areas, such as science and math. The campus will continue to utilize social media outlets, to include teacher websites to recruit prospective candidates. Also, we will continue to use demonstration lessons as part of the interview protocol to ensure alignment with the campus theory of action. Additionally, the campus leadership team will work hand in hand with the Talent Management specialist to ensure that possible candidates are processed promptly. The campus leadership team will also continue to create criteria for candidates to be used as guiding questions for formal campus interviews as well as videotape demonstration lessons. Throughout the year, campus administration will analyze student data and adjust individual professional development plans for teachers. Based on student data, teachers will engage in reflective conversations with campus administration for the upcoming school year to get the best fit placement for students. Using student data, campus administration will recommend high performing teachers for various leadership positions. These positions include the campus leadership team, teacher leader positions with additional compensational stipends, and seats on campus committees. With the assignment of the leadership role, teachers will work with the administration to develop a leadership professional development pathway to provide ongoing support throughout the year (which will include modeling, observation, and meeting facilitation). Furthermore, high-performing teachers will also receive recognition through semester growth celebrations. These celebrations will be announced over the intercom, and their student growth percentage, along with their picture, will be placed in the main hallway by the office (i.e., Wall of Achievement). With the assignment of the leadership role, teachers will work with the administration to develop a leadership professional development pathway to provide ongoing support throughout the year (which will include modeling, observation, and meeting facilitation). Professional development pathways will consist of targeted training in the following areas: providing feedback to adults, adult, and team dynamics, and how to provide training to colleagues. 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.

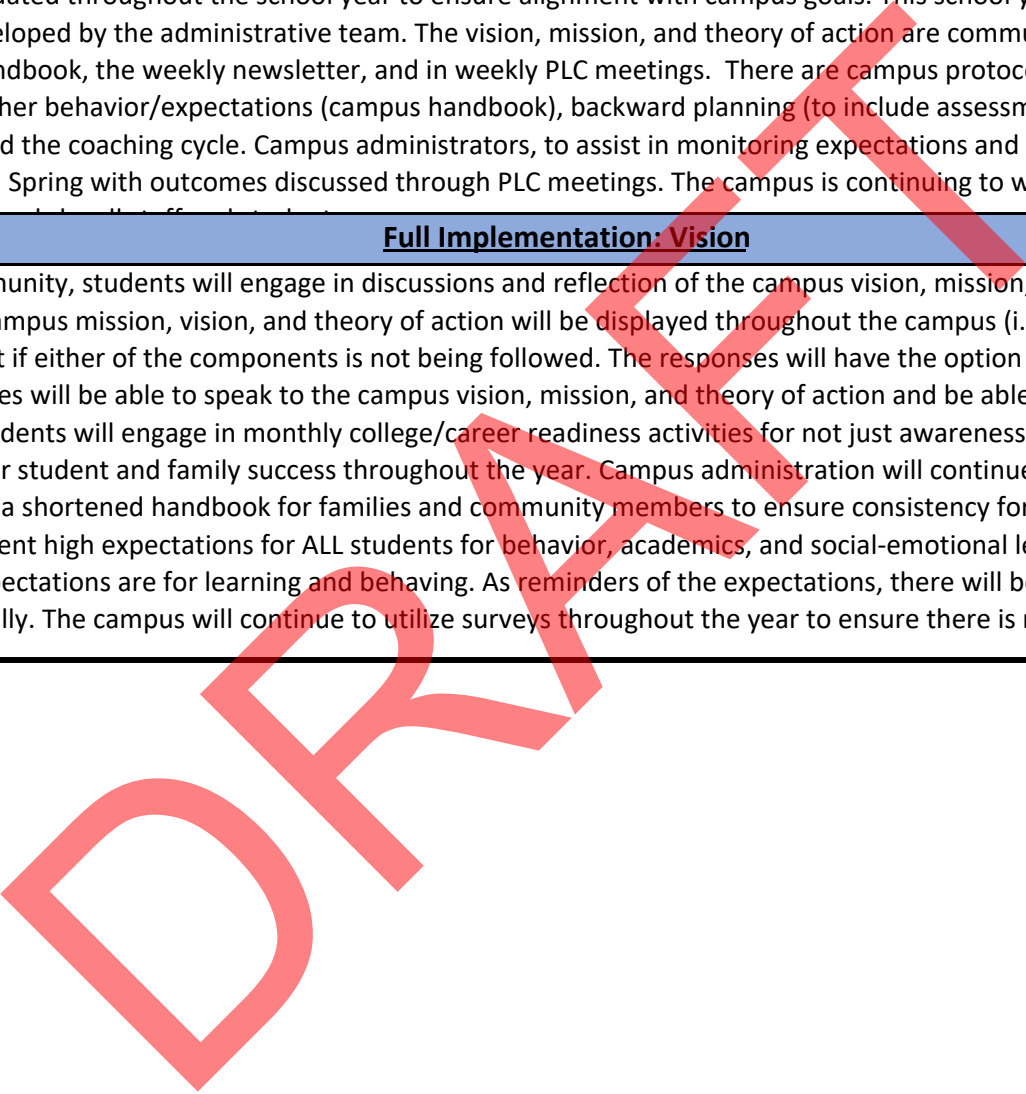
**3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Current Implementation: Summary**

Implementation Level At Diagnostic	At Douglass, the staff knows the mission and vision of the campus. Both were created with staff and stakeholders. Additionally, the vision and mission are re-evaluated throughout the school year to ensure alignment with campus goals. This school year, the staff was introduced to the campus Theory of Action developed by the administrative team. The vision, mission, and theory of action are communicated throughout the school year to include: campus handbook, the weekly newsletter, and in weekly PLC meetings. There are campus protocols set in place for student behavior/expectations (PBIS), teacher behavior/expectations (campus handbook), backward planning (to include assessment, analysis, and feedback), PLC meetings, data analysis, and the coaching cycle. Campus administrators, to assist in monitoring expectations and environment, provide a survey to staff members in the Fall and Spring with outcomes discussed through PLC meetings. The campus is continuing to work on the full daily implementation of campus-
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	

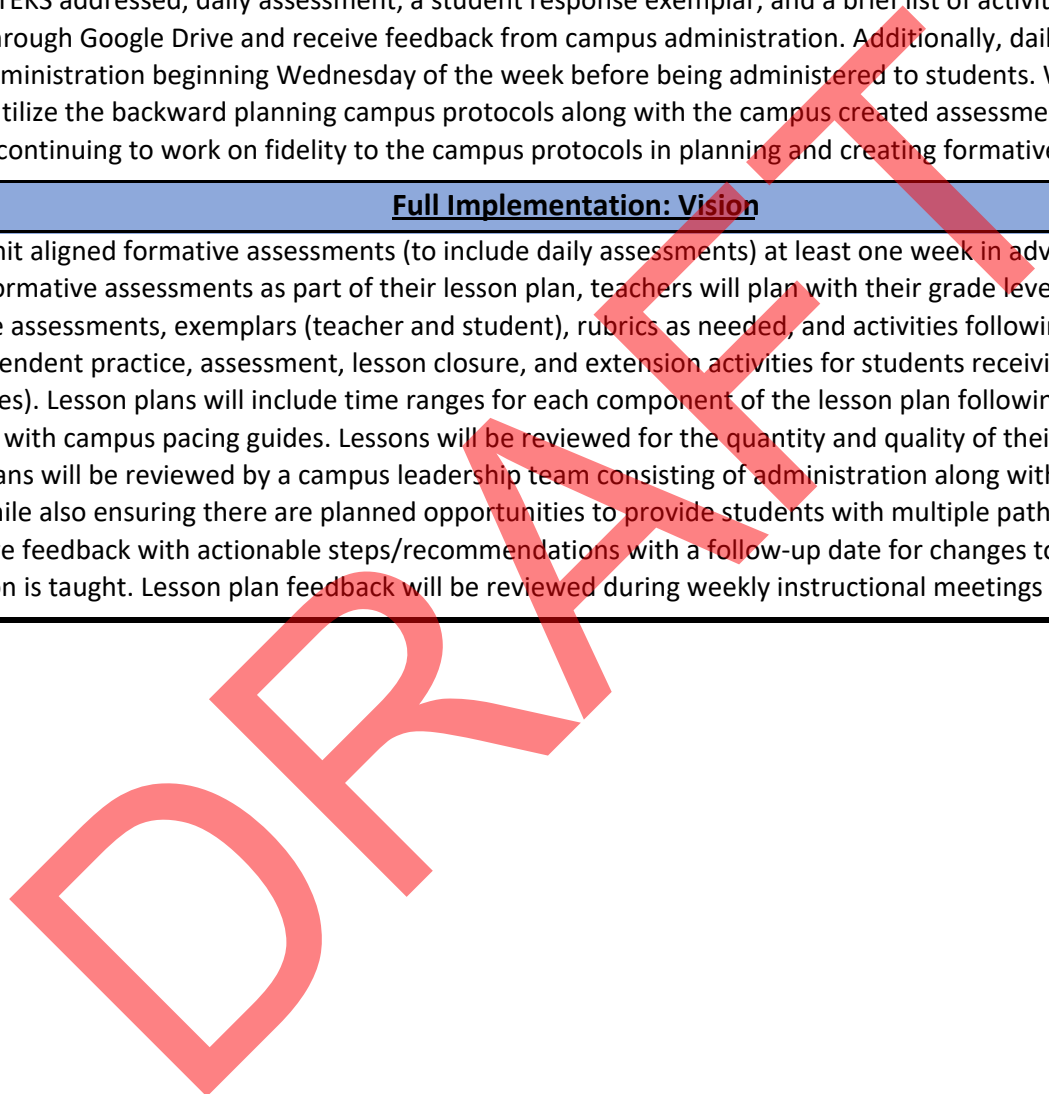
**Full Implementation: Vision**

At full implementation, the entire staff, community, students will engage in discussions and reflection of the campus vision, mission, and theory of action (which will include college and career readiness) throughout the year. The campus mission, vision, and theory of action will be displayed throughout the campus (i.e., shared spaces, classrooms, and offices). The posters will provide stakeholders with a way to report if either of the components is not being followed. The responses will have the option to be anonymous. All stakeholders, to include staff (part-time and full-time), students, and families will be able to speak to the campus vision, mission, and theory of action and be able to provide examples of what they look like in various grade levels. Families, staff members, and students will engage in monthly college/career readiness activities for not just awareness but also providing ideas to be used throughout the school, which will create shared ownership for student and family success throughout the year. Campus administration will continue to maintain and revise the campus handbook (policies and procedures), while also creating a shortened handbook for families and community members to ensure consistency for all. 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. Working together, all staff members, students, and families will know what the expectations are for learning and behaving. As reminders of the expectations, there will be rubrics posted throughout the school and shared every nine weeks during a school-wide pep rally. The campus will continue to utilize surveys throughout the year to ensure there is reflection and adjustments made to current practices based on student and family needs.



4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	<b>Current Implementation: Summary</b>	
	Implementation Level At Diagnostic	Douglass has a pacing calendar and Year at a Glance (YAG) in place along with teacher-created scope and sequences adjusted for student needs. The pacing calendars do not account for content re-teach and spiraling based on daily individual student data. Daily lesson plans are updated to ensure spiraling occurs immediately (within 24 hours). Teachers administer common formative assessments in reading, writing, math, science, and social studies based on TEKS previously taught in the unit. These assessments will include at least one spiral item. Teachers also administer two District created assessments, two assessments created by the administration, one simulation STAAR test, and three NWEA MAP assessments throughout the year. When it comes to curriculum, the campus utilizes multiple resources to address student needs. Resources include: Pearson, Scholastic materials for leveled readers, Imagine Math, Go Math, Khan Academy, Prodigy, and XL. Professional development with resources occurs throughout the school year starting during the beginning of year staff development, Saturday District training sessions, and through weekly campus PLCs. The campus continues to work on building an in-house best practices video strategy bank for use with incoming and veteran teachers.
	<b>Partial Implementation</b>	
	Prioritized Focus Area from ESF Diagnostic?	
	<b>No</b>	
<b>Full Implementation: Vision</b>		
<p>At full implementation, the campus will maintain the pacing calendar while adding reteach and spiral time to ensure student misconceptions are addressed daily. Additionally, all teachers will daily maintain their scope and sequence calendars allowing for small group instruction. Both pacing calendars and the scope &amp; sequence will align to state readiness standards. Teachers will continue to administer common formative assessments in the areas of reading, writing, math, science, and social studies. These assessments contain TEKS previously taught in the unit and will have at least one spiral item. Teachers will also administer two District created assessments, two assessments created by the administration, one simulation STAAR test, and three NWEA MAP assessments throughout the year. All assessments will align with state Readiness standards. When it comes to curriculum &amp; instruction, teachers in all classrooms PK - 8 will utilize multiple resources to address student needs. These needs include English Language Learners, students receiving special education services, and students receiving gifted and talented services). Instructional resources include: Pearson (will provide teachers with key ideas, aligned activities, essential questions), Scholastic materials for context-rich texts and leveled readers, Imagine Math, Go Math, Khan Academy, Prodigy, and XL. Content PLCs will vertically align resources and strategies to ensure fidelity to curriculum resources and strategies. Professional development with resources will continue to occur throughout the school year starting during the beginning of year staff development, Saturday District training sessions, and through weekly campus PLCs. Weekly PLCs will include a 45-minute block of time to analyze daily student data. Teachers will make connections with student data and determine how to reteach areas that demonstrate misconceptions. After the data analysis, there will be a 45-minute block of time for mini-professional development sessions. Lastly, the campus will create and maintain a video bank of research-based best practices for in-house training.</p>		

5.1 Objective-driven daily lesson plans with formative assessments.	<b>Current Implementation: Summary</b>	
	Implementation Level At Diagnostic	Currently, teacher lesson plan formats vary by grade level. All lesson plans must reflect the following across the grade levels and content areas: Learning objective, TEKS addressed, daily assessment, a student response exemplar, and a brief list of activities. Teachers turn in lesson plans at least a week in advance through Google Drive and receive feedback from campus administration. Additionally, daily formative assessments are vetted and approved by campus administration beginning Wednesday of the week before being administered to students. When creating daily formative assessments, teachers currently utilize the backward planning campus protocols along with the campus created assessment protocol to align instruction with assessment. The campus is continuing to work on fidelity to the campus protocols in planning and creating formative assessments.
	<b>Beginning Implementation</b>	
	Prioritized Focus Area from ESF Diagnostic?	
	<b>Yes</b>	
<b>Full Implementation: Vision</b>		
At full implementation, all teachers will submit aligned formative assessments (to include daily assessments) at least one week in advance for administrative vetting through the campus Team Drive. Additionally, before turning in formative assessments as part of their lesson plan, teachers will plan with their grade level to pre-vet formative assessments using the campus created checklist. All lesson plans will include assessments, exemplars (teacher and student), rubrics as needed, and activities following a gradual release instructional cycle (lesson opening, direct teach, guided practice, independent practice, assessment, lesson closure, and extension activities for students receiving special education and gifted/talented services along with English Language Learner strategies). Lesson plans will include time ranges for each component of the lesson plan following the campus-created time frames. All lesson plans will also align with year-long calendars along with campus pacing guides. Lessons will be reviewed for the quantity and quality of their pulse checks to ensure teachers have planned progress checks for students daily. Lesson plans will be reviewed by a campus leadership team consisting of administration along with the campus instructional coach. This review is used to ensure grade level/standard alignment while also ensuring there are planned opportunities to provide students with multiple paths of differentiated instruction across all content areas. Once reviewed, all teachers will receive feedback with actionable steps/recommendations with a follow-up date for changes to be made and re-submitted to campus administration by the Friday before the lesson is taught. Lesson plan feedback will be reviewed during weekly instructional meetings between campus administration and campus		



**Current Implementation: Summary**

Implementation Level At Diagnostic	During the summer, the campus leadership team spent time analyzing STAAR and NWEA MAP data for all tested content areas in grades 3 - 7. The administration created an assessment calendar, and campus administration reviews student data with teachers during PLCs. Additionally, progress towards campus goals is reviewed every nine weeks and daily with individual student success rates. Teachers utilize a campus created data analysis protocol, which is facilitated by the administration through weekly PLCs. The campus master schedule is adjusted every nine weeks based on students' needs to allow for small group instruction daily. The campus is working on building teacher capacity by using a daily analysis to ensure student misconceptions are addressed immediately, thus positively impacting student achievement.
<b>Beginning Implementation</b>	
Prioritized Focus Area from ESF Diagnostic? <b>Yes</b>	

**Full Implementation: Vision**

At full implementation, on a daily basis, Douglass teachers will base all instructional adjustment decisions on real-time data. Students will also be able to self-assess using the tools and strategies provided by teachers. Teachers and administration will use weekly PLCs to engage in root cause analysis using the Standards in Practice (SIP) protocol. The SIP provides a process for unpacking a TEKS, the activity, and student responses to the task by creating the student/teacher exemplar. Once a teacher has unpacked the TEKS/activity/student response, teachers can identify gaps in student content knowledge along with student misconceptions. Teachers will then engage in action planning which includes: planning for a reteach lesson (which includes time for the teacher to deliver the reteach lesson to administration to get additional feedback), reteach strategies, feedback to students and follow-up/spiraling of the TEKS (to include planning time for reteach data review with administration). Teachers, students, and the campus leadership team will plan time in the calendar to review data, to include daily student data, and create action plans based on the data. Analysis and reflections will incorporate the SIP and how to plan for reteaching grade-level readiness standards, which have not yet shown at least 80% mastery every nine weeks. The instructional leadership team will come together twice a month to adjust the year-long coaching plan for each teacher based on student data. Within the meeting, the campus leadership team will utilize a "Plan, Do, Study, Act" protocol to analyze strategies being used with students, and adjust strategies based on student artifacts. Teachers and students will meet every two weeks to review goals and create action plans together with families to ensure student progress is made, and student needs are addressed daily. In the family meeting, students will lead a discussion on their progress in all the content areas. Students will share with parents their reading level, MAP RIT levels, formative assessment progress, and work with the teacher and parents to develop an action plan for teachers, students, and parents to monitor weekly. 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. Additionally, the weekly meetings will allow for teachers to engage in instructional rounds, analyze data, identify strategies for addressing misconceptions, action planning, and effective spiraling of unmastered TEKS. Through weekly meetings, teachers and campus administration will work together to adjust the master schedule to address student needs. The campus will include celebrating growth by posting student growth towards goals in and outside of each classroom. For example, classroom goals and progress will be posted on a chart both in the classroom and outside the classroom door. Campus and grade level goals, along with progress, will also be posted in common areas, such as the cafeteria, main hallways, and the auditorium. Lastly, the campus will continue to look for ways to encourage more student growth through enrichment times built into the master schedule,

5.3 Data-driven instruction.

**After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.**

## 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, primarily DSCI/Area Superintendent, continues to provide job-embedded professional development and ongoing coaching support for the campus leadership team with regards to creating, evaluating, and monitoring campus protocols and systems while providing a readiness standards-aligned question bank which can facilitate formative assessment creation and easy grading ensuring the campus is provided with detailed reports within two instructional days allowing for educators to identify and address the root causes of student misconceptions through direct instruction and reteach, as well as continue to provide collaborative opportunities with the human resource department to ensure there are highly qualified prospective teacher candidates to be interviewed and hired then the campus will be able to move forward creating a strong culture of data-driven decision-making with research-based best practices, systems, and protocols aligning lesson plans, assessments, activities, reteach plans increasing student success and growth. Then, the alignment will be further triangulated by the campus mission, vision, theory of action, and student artifacts, which will be visible throughout the school, ensuring ownership and accountability campus-wide.

### 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.
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<p>Douglass Academy staff, students, and families aim to increase student achievement and growth by building teacher capacity when analyzing daily student data and the immediate adjusting of instruction to address students'. 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. Providing student feedback training will include using real-time daily student data to address misconceptions with specific high-yield instructional strategies, as identified by John Hattie's research.</p>	<p>Internal - Principal Professional Learning Networks (PLN)</p>	<p>2020</p>	<p>Year 1 - 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 monthly data analysis to engage in Standards in Practice discussion as well as instructional campus rounds. Additionally, CLT will schedule campus visits from the Office of School Improvement to conduct walkthroughs with campus administration. Campus administration will engage in monthly PLNs with the Area Superintendent along with weekly campus visits to provide ongoing coaching and reflective questioning. PLNs will consist of research-based practices and protocols. Additionally, the campus instructional team will conduct a book study once a semester to include Driven by Data (Bambrick-Santoyo) and Visible Learning (Hattie). CLT will utilize campus visit and instructional round feedback to engage in problem-solving and create action steps to improve our systematic approach to assessing, analyzing, and adjusting instruction based on student data. Additionally, teachers will be provided training by the District Office of School Improvement and administration through weekly job-embedded professional development sessions in the area of backward planning which includes understanding/breaking down the TEKS, identifying student misconceptions, creating assessments, exemplars, lesson plans, activities (including accommodations for English Language Learners and Special Education identified students), and reteach</p>	<p>5.1, 5.3</p>
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<p>Douglass Academy staff will work to ensure there is clarity surrounding job roles, to include responsibilities and monitoring tracking tools. All staff members will have clarity surrounding their expectations as well as self-created goals to monitor throughout the year with their evaluator. Campus leadership team members will have a better understanding of how to lead team weekly meetings. The focus of all team meetings will be on responding to student data and improving teacher instruction, which includes monitoring and adjusting daily lessons.</p>	<p>Internal - Principal Professional Learning Networks (PLN)</p>	<p>2020</p>	<p>Year 1 - 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 summer job-embedded training to clearly define the roles and responsibilities of all campus leaders and staff. 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.</p>	<p>1.1</p>
<p>Douglass Academy teachers (to include Master Teachers who have demonstrated student success through data) will work collaboratively with the District Curriculum Specialists in all content areas both at the Elementary and Secondary levels to create a scope and sequence for every grade level that is aligned to the TEKS. Beyond a scope and sequence, there will be pacing guides provided for each grade level, an aligned question bank for each standard, and instructional materials/resources which are aligned to the rigor of state assessments.</p>	<p>Internal - Campus Professional Learning Communities (PLCs)</p>		<p>Year 1- Aligned assessments and instructional materials will be reviewed by teachers and vetted through administration prior to being finalized for teacher use in the classroom. Both scope and sequences, along with pacing guides, will include time for assessment, re-teach, and re-assessment (as needed). CLT members will be provided with ongoing support through weekly and monthly PLCs by campus administration. Instructional rounds will be utilized 1x every nine weeks to observe the implementation of strategies, activities, protocols, and resources.</p>	<p>4.1</p>

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<p>Douglass Academy staff, students, and families aim to work together to build an influential 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. The outcomes of these trainings will bring about shared ownership in creating routines and practices which can be used both in and out of the school community. The CLT wants practices and routines designed to be used beyond the shared spaces throughout the school building - to go beyond being used at recess, hallways, or transitions, etc.</p>	<p>Internal - Campus Professional Learning Communities (PLCs), Principal Learning Network (PLN), No Excuses University Network (NEU)</p>	<p>2021</p>	<p>Year 2 - Campus Leadership Team (CLT) will conduct in-person professional development through the No Excuses University Network (NEU) 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 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.</p>	<p>3.1</p>
<p>Douglass teachers and administration will work to ensure Master Teachers are identified based on student achievement scores and will work to ensure there is vertical alignment throughout the year among resources, assessments, strategies, and TEKS.</p>	<p>Internal - Campus Professional Learning Communities (PLCs)</p>	<p>2021</p>	<p>Year 2 - CLT will begin the work in the summer of 2020 by identifying possible teacher leader candidates who will contribute, lead, and work collaboratively with the District curriculum specialist to create scope and sequences, pacing guides, and aligned formative assessments (to include daily checks of understanding). The administration will work with the District Talent Management Office to ensure all teacher candidates are screened for meeting the qualifications needed before going through the campus-created interview protocol and demonstration lesson.</p>	<p>2.1</p>

## 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.***

<u>Pre-Implementation</u>	<u>Essential Action</u>
Create master schedules and calendar for the following school year to include master schedule, meetings, assessments, data analysis, re-teaching, and enrichment.	<b>5.1</b>
Plan individual professional development pathways for ALL teachers with time for training, coaching, and ongoing support (this will include roles, responsibilities, and monitoring tools).	<b>1.1</b>
Utilize student data and teacher reflection to adjust grade level teacher placements, as necessary.	<b>2.1</b>
Share student data, vision, theory of action, focus areas, and continued initiatives with ALL staff members.	<b>1.1</b>
<u>Implementation Year 1</u>	<u>Essential Action</u>
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.	<b>5.3</b>
Engage ALL staff members in meaningful relevant professional development throughout the year which align with our campus theory of action to increase student growth and achievement .	<b>2.1</b>
Teachers receive daily instructional feedback on their formative assessments and lesson plans within campus created timelines to result in increased student achievement .	<b>5.1</b>
CLT will engage in campus instructional rounds to ensure fidelity to campus theory of action (assess, analyze, monitor, adjust).	<b>1.1</b>
<u>Implementation Year 2</u>	<u>Essential Action</u>
Families, students, and teachers will engage in campus instructional rounds focusing on different aspects of the campus theory of action and provide feedback for CLT to reflect and create action steps. Instructional rounds would follow a protocol in which each member of the team would have an assigned focus, take notes/artifacts centered around their focus topic, then observe a classroom with the team, and then discuss observations while providing recommendations for next steps.	<b>3.1</b>
Teachers will work collaboratively with administration to create individualized professional development pathways aligned to their individual T-TESS goals.	<b>2.1</b>
School culture demonstrates a commitment to high-expectations for ALL students on a daily basis through daily assessments and adjusting instruction.	<b>3.1</b>
Create protocols and processes that allow building the capacity in students to self-assess, self-analyze data, and talk about where they are now and where they need to go for TEKS master Begin implementing protocols and processes with students Grades 5-8.	<b>5.3</b>
Teachers and curriculum specialists will work collaboratively to create high-quality TEKS aligned curriculum materials which support student success and growth to include: scope and sequence, pacing guides, assessments, and instructional resources/materials.	<b>4.1</b>

<b>Implementation Year 3 and beyond</b>		<b>Essential Action</b>
<i>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.</i>		
Campus systems, protocols, and procedures are in place to create and administer aligned formative assessments, analyze student data, monitor and adjust instruction on a daily basis. Campus administration and teachers will meet weekly to analyze and adjust instruction to ensure increased student achievement/growth.		<b>5.3</b>
Students will self-assess and analyze daily data to share with families. Families and teachers will collaborate on next steps to create actionable steps for increased student improvement. With students self-assessing, they will be able to provide teachers with feedback to adjust their next day's lesson. Teachers will be provided ongoing support for lesson plan adjustment and reteach.		<b>5.1</b>
Staff, students, families, and community stakeholders will come together monthly to engage in student data discussions to share research-based high yield strategies for improved student achievement and growth. Stakeholders will also review school culture data and adjust focus areas to build out new routines as needed.		<b>3.1</b>
CLT will collaboratively work with District curriculum specialists to ensure instructional resources and materials are aligned, high-quality, rigorous, relevant and produce increased student achievement and growth.		<b>4.1</b>
CLT will partner with the District Talent Management Office throughout the year in job fairs and screenings to ensure there is a large pool of highly-qualified effective teachers. CLT will also follow interview protocols and lesson demonstration as part of the campus screening process.		<b>2.1</b>
Tools and protocols are in place to observe, monitor, and adjust job roles and responsibilities as needed throughout the year, including among CLT members. CLT will strategically build a culture of continuous learning and growth to ensure there is a pipeline for additional leaders on campus. Campus administration will focus on job-embedded coaching, data analysis, and team leadership.		<b>1.1</b>

### Budget and Financial Resources

<i>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.</i>		
<b>Category</b>	<b>Amount</b>	<b>Description</b>
Substitutes	\$ 12,000.00	Substitutes allowing for teachers to engage in instructional rounds and job-embedded professional development (across two years)
Payroll	\$ 210,000.00	Reading interventionist (provide on-site coaching for teachers and students)
Supplies and Materials	\$ 6,000.00	Instructional Materials and Resources