

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 SAISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards, support the structure for PLCs in order to create assessments, analyze data and plan for reteaching to mastery, and will also provide access to high quality assessments such as NWEA MAP testing, Next Steps in Guided Reading Assessments and IStation in order to track student growth and set goals for each student's learning, then the district will have established a strong system for support in order to meet the needs of all students. If San Angelo ISD provides ongoing support and coaching of the campus leadership team in the foundational Essential Actions and works with the principal and leadership team in a meaningful way that aligns instructional leadership roles and responsibilities, supports the campus with the necessary tools and resources for curriculum and instruction, and supports and provides a process for data-driven instructional decision-making, then the campus will be able to further clarify the roles and responsibilities of their leaders, drive toward creating a more data-driven school culture and ensure teachers are using high-quality lesson plans aligned to student learning objectives. If SAISD continues to work with campus leaders through processes and professional learning to help recruit and retain high quality staff while working to strengthen and maintain a positive school culture with aligned mission, vision and values then the campus will be able to sustain a culture of high expectations and excellence for all.

System and Capacity Building

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

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
We aim to continue weekly PLCs and bi-weekly data meetings focused on data driven instruction. We will continue to hone teachers' skills to become more proficient in using data to design highly engaging lessons that focus on the high priority learning standards and student data.	ESC 15 (Internal Capacity Build	2020-2021	Year 1: Training is provided by district and Region XV personnel to ensure a solid plan for improvement is in place. Campus administrators conduct daily learning walks in classrooms and provide immediate feedback to the instructional coach who then uses the information to provide co-planning sessions with teachers and opportunities for modeling in the classrooms. The Instructional Leadership Team provides ongoing training through PLCs. The Executive Director for our campus received a shared calendar in Outlook to see	5.3
This year, we are ensuring we have a strong process in place to provide regular feedback on our teachers' lesson plans. Each teacher has a folder in the Google drive and uploads lesson plans there. They are due on Fridays. Campus leadership members view the plans to provide specific feedback in an effort to improve plans to increase student achievement.	Internal Capacity Building, Enengage2Learn Executive Coaching	2020-2021	Year 1: The Executive Director for our campus will support the Instructional Leadership Team to ensure a smooth implementation of the new protocols and to encourage ways to make the process stronger. The Executive Director will provide ongoing coaching in this endeavor.	5.1

<p>We will continue to have weekly PLC meetings and bi-weekly data meetings to monitor and adjust instructional practices based on data. Administrators will attend the meetings and will provide pre-set agendas based on campus needs. We aim to create clearly defined roles and responsibilities of the ILT and work on stronger inclusion of the Campus Leadership Team in helping them grow as teacher leaders to assist in the process of continuous school improvement.</p>	<p>Internal Capacity Building, Enegage2Learn Executive Coaching</p>	<p>2020-2021</p>	<p>Year 1: We will have regularly scheduled Campus Leadership Team meetings to ensure strong communication, and to allow the campus principal to provide coaching support to our team. The principals will also continue to model best instructional practices while simultaneously embedding professional learning. We will continue to have weekly, scheduled observations with a built-in process for providing feedback to our teachers. This feedback loop will involve the campus principals and the instructional coach.</p>	<p>1.1</p>
<p>We will continue to make teacher decisions that are strategic based on students' needs. Preferred substitutes are recruited and the campus is very deliberate particularly for long-term placements. We have clear selection criteria, protocols, hiring processes, and utilize proactive recruitment strategies with the assistance of the district human resources department.</p>	<p>Internal Capacity Building</p>	<p>2021-2022</p>	<p>Year 2: The campus leaders will continue to provide teachers opportunities to lead the staff in learning based on information gleaned from workshops attended. Campus leaders will promote more involvement of teacher leaders in PLC meetings. The focus is to build capacity campus-wide.</p>	<p>2.1</p>
<p>The campus will continue as a Capturing Kids' Hearts school referencing the social contracts and holding students and staff accountable for maintaining a positive school culture. We will also continue with our 5th grade leadership team to promote positive things at our school and lead the campus in giving back to our community. We will continue our new tradition of two major community involvement events (Library night at the downtown library and Goliad Express).</p>	<p>Internal Capacity Building, Flippen Group Capturing Kids's Hearts</p>	<p>2021-2022</p>	<p>Our Campus Improvement Plan (CIP) originally included the district's mission vision statements. Our site-based team will revisit our CIP to ensure we have a clear mission, vision, and values.</p>	<p>3.1</p>
<p>During our bi-weekly meetings we track student success. Our campus continuously focuses on student progress, and we recognize/celebrate students on our live morning show when they make gains. We administer the MAP test three times a year and one benchmark test to emulate the STAAR testing process.</p>	<p>internal Capacity Building</p>	<p>2021-2022</p>	<p>Principals and the IC are each part of a cohort group where they collaborate and bring ideas back to our campus. The campus leaders will continue to coach our teachers in being better consumers of data using said data to drive instruction through coaching. We will continue to seek coaching support from our Executive Director at the district's administration office and reach out to Region XV for additional support when necessary. These processes will be essential in sustaining school improvement efforts.</p>	<p>4.1, 5.3</p>

*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>
Share initiatives in the plan with all campus stakeholders.	3.1
Initiate the process for creating next year's calendar, scheduling protected time for meetings to include embedded professional learning and data digs and discussions for using	5.1
Schedule planning time in the summer to focus on lesson planning and data driven instruction.	5.3
Ensure there is an adequate budget to implement the focus areas in the plan.	1.1
<u>Implementation Year 1</u>	<u>Essential Action</u>
Continue with PLCs and bi-weekly meetings to provide opportunities for embedded professional learning and use of data to drive instruction. Continue to schedule classroom	5.3
Teachers will submit lesson plans to a Google drive folder on Fridays for administrators to view and give specific feedback.	5.1
Utilize the instructional coach and principal's cohort groups to learn and share implementation regarding data disaggregation.	5.3
Our Executive Director will work closely with our campus to ensure a smooth implementation of new initiatives and help with finding solutions to problems.	3.1
<u>Implementation Year 2</u>	<u>Essential Action</u>
Continue to improve the feedback loop to ensure strong, instructional coaching is being provided to our teachers.	2.1
Meet with the site-based team to revise our campus improvement plan to include a clear mission and vision.	3.1
Increase opportunities for teachers to lead each other in professional opportunities in faculty meetings, PLCs, vertical team meetings and grade level meetings	2.1
Schedule regular times on the calendar for the CIL to meet to ensure communication is strong, and to allow the principal time to coach our teacher leaders.	1.1

Implementation Year 3 and beyond		Essential Action
<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>		
Teachers will continue to receive quality feedback on lesson plans in order to adjust lessons in an effort to keep improve instructional practices.		5.1
Administrators and teachers will continue to have bi-weekly data meetings to measure student progress and plan for DDI.		5.3
Work with Human Resources to find new ways to support the hiring and retention of highly qualified teachers.		2.1
Intentionally build the capacity of teacher leaders by including them in team leadership and coaching opportunities.		1.1
Continue to use the structures of Capturing Kids' Heart to promote a positive school culture.		3.1

Budget and Financial Resources

*Funds outlined in the budget table should include any supplemental costs required to implement the turnaround plan for 2 or more years.
For example, salaries for teachers and principals should not be included; however, if the initiative calls for teacher stipends to cover extra duties, those costs should be accounted for in the table.*

Category	Amount	Description
Payroll	\$ -	
Professional Development	\$ -	
Supplies and Materials	\$ -	
Other Operating Costs	\$ -	
Capital Outlay	\$ -	