Turnaround Plan for Dessau Elementary School

Comprehensive School Improvement (Progress)

Selection of School Improvement Strategy

Dessau Elementary will implement the Accelerating Campus Excellence (ACE) Model. The school has been awarded a School Action Fund Planning (Restart) grant, and has begun the planning for implementing the model in the 2026-27 school year. The district will apply for the School Action Fund Implementation (Restart) grant to fund the implementation of the model.

The ACE strategy demonstrates the potential for rapid improvement in student outcomes because it is designed to provide an immediate, intensive, and research-based set of supports that directly address the factors most strongly correlated with school performance. By reallocating top talent to high-need campuses, extending the school day and/or year, and prioritizing high-quality instruction, ACE creates conditions where student learning accelerates quickly. The model builds in additional time for both students and teachers, ensuring more opportunities for targeted interventions, enrichment, and professional development that improve instructional effectiveness. In addition, ACE focuses on fostering a culture of high expectations and strong student engagement through wraparound services and family partnerships, which removes barriers to learning and allows teachers and leaders to focus on academic growth. These aligned structures have been shown to produce rapid gains in student achievement in similar turnaround contexts, making the ACE strategy a high-leverage approach for quickly improving outcomes at historically low-performing campuses.

The district is working with Steady State as our technical assistance provider to help with the planning and implementation of the ACE model. Steady State has a proven track record of success in school turnaround, anchored in its leadership role in developing and scaling the ACE model. The team has supported more than 15 districts and 55 campuses across Texas and is the only team to expand ACE to two districts and three campuses in Louisiana. In Dallas ISD, where the CEO served as a cabinet-level leader, the ACE model was first created, and since then Steady State has partnered with districts statewide to replicate its success. In addition, Steady State supports TEA on major statewide initiatives such as the Teacher Incentive Allotment, Strategic Compensation, the School Action Fund, and Systems of Great Schools, further demonstrating its credibility and capacity in driving district and campus improvement.

The goals for the strategy are as follows:

- Increase the All Grades ELA/Reading Meets Grade Level or Above STAAR for 2025-26 from 28% to 40%
- Increase the All Grades Math Meets Grade Level or Above STAAR for 2025-26 from 18% to 40%
- Increase the Component Points for Academic Achievement Component of Domain III from 12 out of 32 possible points (37.5 pts) to 16 out of 32 points (50 component pts)
- Increase the Component Points for the Growth Status Component of Domain III from 15 out of 24 possible points (62.5 pts) to 18 out of 24 possible points (75 component pts)
- Continue to meet interim target with 3 out of 4 possible points (75 pts) for the ELP Status Component of Domain III
- Increase the Component Points for the Student Success Status Component of Domain III from from 5 out of 16 possible points (31.3 pts) to 8 out of 16 points (50 component pts)

Accelerating Campus Excellence (ACE) Model

The leadership team at Dessau Elementary was intentionally selected to ensure a strong foundation for campus improvement. Highly effective principals for Dessau Elementary were identified and selected through a deliberate, data-driven process focused on demonstrated leadership impact, instructional expertise, and capacity to implement systems that accelerate student growth.

The district will ensure that at least 60% of classroom teachers assigned to ACE campuses have demonstrated prior instructional effectiveness through a strategic staffing process. Teachers will be selected based on multiple measures, including student growth data, prior T-TESS ratings in Domains II and III, and structured interview outcomes that highlight evidence of accelerating learning. Priority will be given to teachers with at least two years of experience and a proven record of success. Central office will play an active role in supporting principals by incentivizing effective teachers to accept placements at ACE campuses and hosting recruitment events.

Teachers, counselors, and principals will receive supplemental stipends on top of their base salary in recognition of their expanded responsibilities for a minimum of three years.

The campus will implement research-based instructional strategies through the use of high-quality instructional materials and structured professional learning. Bluebonnet Math and HMH Into Reading will serve as the core curriculum, with master schedules ensuring dedicated instructional minutes. Teachers will engage in regular PLCs to analyze student work, identify misconceptions, and design reteach plans using these HQIM resources. Professional development will include both pre-planned days and ongoing just-in-time supports from district instructional coaches. Weekly classroom observations and immediate feedback will drive continuous instructional improvement, while lesson rehearsal and practice during PLCs will help teachers strengthen delivery. Curriculum-embedded assessments will guide reteach and small-group planning, ensuring instruction is responsive and evidence-based.

Data-driven practices will be embedded into the daily and weekly routines of Dessau Elementary. Teachers will administer frequent assessments, including exit tickets, Bluebonnet mid- and end-of-module tests, HMH end-of-unit assessments, and district reading and math screeners, to track student progress. Weekly PLC meetings will focus on reviewing this data alongside student work to diagnose learning gaps and plan reteach strategies. Classroom observations will be tied to student outcome data, ensuring instructional coaching is focused on impact.

ACE campuses will foster a positive and inclusive student culture by implementing consistent expectations, restorative practices, and celebrations of success. Teachers will reinforce these expectations daily through morning meetings, classroom routines, and guidance lessons. Restorative circles and treatment agreements will replace punitive discipline practices, promoting relationship repair and conflict resolution. Counselors and social workers will provide SEL supports, while Campus Culture and Climate Teams will analyze discipline data to guide proactive strategies. Incentive programs and schoolwide celebrations will recognize both academic and behavioral success, while beautification and environmental improvements will help create a welcoming and joyful school environment.

Family and community engagement at Dessau Elementary will be intentional, ongoing, and rooted in partnership. The district will strengthen communication systems to ensure parents feel connected to the school's mission and goals. Families will be invited to provide input through regular sessions, while community partners will support wraparound services such as after-school enrichment, mental and physical health resources, and early childhood programs. Parents will also be offered classes and workshops to help them support their children's learning at home.

Extended learning opportunities will be central to the ACE model, designed to provide both academic support and enrichment. After-school programming until 6:00 p.m. will combine tutoring, academic support, and enrichment clubs, ensuring students have structured, engaging options beyond the school day.

Student services before and after the instructional day will ensure ACE campuses address barriers to learning while extending opportunities for growth. Before- and after-school programming will provide tutoring, enrichment, and academic support, with meals and transportation included to maximize access for all students. Additional instructional days and/or instructional time will further support students identified for targeted interventions. Social-emotional supports will be embedded into these services through counseling, small group SEL sessions, and partnerships with community agencies that provide wraparound health and wellness services. Restorative discipline and proactive culture practices will reduce suspensions and improve engagement, while Campus Culture and Climate Teams will monitor data to ensure services are reaching students with the greatest needs. Participation data and academic impact will be reviewed regularly in PLCs and leadership meetings, ensuring these services contribute directly to improved student performance.

Curriculum and Instruction

The campus will implement Bluebonnet Math and HMH Into Reading. They will utilize Bluebonnet Math mid-module and end-of-module assessments to track and monitor student performance in math. HMH end-of-unit assessments will be used to track and monitor student performance in RLA/SLA. The campus will also use screeners in reading and math to identify students who need additional interventions. The campus also administers STAAR Interim Assessments in Reading and Math.

The district calendar includes 172.5 days, allowing for the 90 minutes for Math, 150 minutes for K-2 ELA, and 120 minutes for 3-5 ELA, which is sufficient to implement the curriculum.

The campus will implement a PLCs structured by grade level that meet twice a week. They will use a protocol to strengthen teacher planning, instructional delivery, and responsiveness to student learning. During planning, teachers study and internalize upcoming lessons to deeply understand the lesson outcomes, content, and highest-impact instructional moves. They rehearse key parts of the lesson to build confidence, refine pacing, and anticipate potential student misconceptions. Lessons are then delivered using high-quality instructional materials (HQIM), with an emphasis on maintaining alignment to the curriculum while fostering student voice, active engagement, and rigorous learning experiences. After instruction, teachers and leaders analyze common assessment and exit ticket data to identify trends in student mastery. These reviews highlight what content requires reteaching and which students need additional support. Instruction is then adjusted through targeted reteaching, scaffolding, or intervention based on the data, ensuring a continuous cycle of planning, execution, and refinement that drives improved student outcomes.

Capacity Building

All Principal Supervisors, along with the Chief of Schools and Director of School Improvement, will participate in the National Principal Supervisors Academy provided by Relay Graduate School of Education, focusing on instructional rigor, data-informed instruction, strategic planning, and coaching principals. Principals receive monthly full-day sessions, PLC time, 1:1 coaching, and Lead4Ward series membership, while Assistant Principals attend half-day sessions and targeted coaching to strengthen instructional leadership.

Teachers begin the year with professional development on curriculum resources, materials, and lesson internalization, with additional cohort-based sessions for first-, second-, and third-year teachers. Mentorship, 1:1 coaching, and two campus-led PD opportunities supplement district training, targeting HQIM, RBIS, and sheltered instruction strategies.

Teachers receive weekly classroom observations and feedback from campus administrators, instructional coaches, and district leaders, using Kick-Up for formal T-TESS-aligned observations and Instructional Coherence Walkthroughs to assess HQIM, RBIS, and lesson plans.

Kick-Up and the Instructional Coherence Walkthrough evaluate teachers' implementation of research-based strategies, alignment to HQIM, and fidelity of weekly lesson plans, providing actionable feedback to strengthen instruction.

New or inexperienced teachers and administrators receive intensive coaching, mentoring, and cohort support; teachers and administrators without a proven track record are prioritized for additional coaching cycles; uncertified teachers receive mentoring, targeted PD, and observation feedback aligned to certification requirements.

Milestones

School Year 2025-26 - ACE Planning Year

Summer/Fall 2025	Spring 2025
● Draft campus redesign plan ● Develop teacher profile using teacher effectiveness data ● Create teacher reapplication process ● Develop long-term professional learning plan for staff	● Hire staff that meets teacher profile ● Develop after school enrichment program and identify partners ● Create transportation plan ● Develop sustainability plan

School Year 2026-27 - ACE Implementation Year 1

Summer/Fall 2026	Spring 2027
● Provide onboarding and training for staff ● Launch community engagement events ● Launch ACE model ● Implement professional learning plan ● Begin weekly data meetings and observation/feedback cycles ● Collect baseline student academic, attendance, behavior, SEL data	● Conduct midyear review of student outcomes, staffing, culture ● Adjust professional learning plan/interventions based on data ● Provide targeted coaching to identified staff ● Year 1 ACE evaluation report to board and stakeholders

School Year 2027-28 - ACE Implementation Year 2

Summer/Fall 2027	Spring 2028
● Refine onboarding/training based on Year 1 lessons ● Provide advanced leadership training for administrators/teacher leaders ● Update sustainability/budget plan based on Year 1 data ● Launch Year 2 ACE implementation with refinements ● Provide differentiated professional learning (based on Year 1 data)	● Conduct midyear review of Year 2 outcomes vs. Year 1 baseline ● Conduct Year 2 program evaluation (student outcomes, retention, family satisfaction, culture) ● Begin succession planning for sustaining leadership and instructional quality ● Share Year 2 outcomes and next steps with board, community, stakeholders

Performance Management

District and campus leaders will closely monitor the successful implementation of the plan through a structured process that combines milestone tracking, data reviews, and ongoing coaching cycles. The Director of School Improvement, Principal Supervisors, and the ACE partner will collaborate with the Dessau Elementary principal to ensure that all elements of the plan are implemented with fidelity. Monitoring will focus not only on whether tasks are completed on time but also on the quality of implementation and the impact on teaching and learning. This will be accomplished through leadership meetings, campus visits, walkthroughs, and progress updates aligned to the established milestones.

The responsibility for reviewing progress toward milestones will primarily rest with the Chief of Schools, supported by the Director of School Improvement and the Principal Supervisor assigned to Dessau Elementary. The campus principal will provide school-level updates and evidence of progress, while district leaders will ensure alignment to the overall ACE strategy. In addition, the ACE partner will serve as a thought partner in reviewing milestone completion and making mid-course adjustments when needed.

Progress toward milestones will be reviewed on a regular cadence, with district and campus leaders meeting monthly to check on milestone completion and address any barriers to implementation. In addition, quarterly reviews will be conducted with the Chief of Schools and other senior district leaders to provide a more comprehensive assessment of progress and to prepare updates for the school board and external stakeholders.

Milestone progress data will be collected through a combination of tools, including the district's internal project management documents, campus leadership reports, walkthrough forms, and evidence submitted by the Dessau Elementary principal. These sources will provide both quantitative and qualitative information, such as completion of hiring benchmarks, implementation of professional learning, and initial evidence of instructional practices in classrooms.

Once collected, milestone progress data will be compiled by the Director of School Improvement and shared with district leadership in the form of monthly progress updates and quarterly reports. Updates will also be shared with the school board and community stakeholders through scheduled board meetings, community meetings, and the district's website. This transparent system of monitoring and communication ensures that all stakeholders remain informed about progress, challenges, and next steps, while also creating opportunities to celebrate early wins and maintain momentum.

Resources

The School Action Fund grant will be used to purchase the following additional resources for Dessau Elementary. Costs are preliminary estimates per year of implementation of the strategy.

Resource	Cost
Professional Stipends	$500,000
Additional Staff: ● Assistant Principal ● Instructional Coach ● Counselor/Social Worker	$270,000
After-school care	$95,000
After-school transportation	$30,000

Stakeholder Engagement
Dessau Elementary held a public meeting on September 24, 2025 to gather input on the development of the Targeted Improvement Plan from parents, teachers, staff, and community members. Stakeholders were asked what they liked about Dessau Elementary, what changes they would like to see, and then had the opportunity to rank school improvement strategies. The Targeted Improvement Plan was shared with stakeholders on October 8th to collect feedback on the plan. The plan was posted on the district's campus website. The board approved the plan on October 16, 2925. [link to comments]