How to Use the Sample Turnaround Plan:

The turnaround plan is the campus' and district's opportunity to make a strong case for their ability to create a fundamental change on the campus that leads to improved student outcomes. The purpose of this document is to provide additional guidance to planning teams to help them develop that strong case.

This document includes 3 items: a sample turnaround plan, a review checkpoint document with feedback on the quality of the plan, and a discussion guide that the planning team can use to apply the lessons from the feedback to their own turnaround plan. Please note that the plan included here is intentionally **NOT a model plan.** The sample plan is based on turnaround plans submitted in 2016. The feedback in the checkpoint document is there to show where this plan needs additional clarity or substance to make it a viable plan for a low performing campus.

If you have questions about turnaround planning, you can call or email your TEA consultant in the Division of School Improvement or email turnaroundplan@tea.texas.gov.

Document 1:
Sample Turnaround Plan

Campus Turnaround Plan

District Name:	Sample ISD	County-District Number (CDN):	123456
Campus Name:	Sample Elementary	Campus Number:	123456789
Grades Served:	K-5	Date of Board Approval:	3-Apr-17

Consecutive School Years Rated Academically Unacceptable/Improvement Required:		2nd Year IR

Professionals Responsible for Campus Turnaround Plan Development:	
Name:	**Role:**
Sample	Principal
Sample	PSP
Sample	DCSI
Sample	CLT member
Sample	CLT member
Sample	parent

Campus Administrative Team

Please complete the following information for all members of the campus administrative team (including principal, principal's supervisor, assistant principals, any campus-embedded instructional coaches, and any other administrative staff responsible for the implementation of the plan presented here.

Name:	Current Role:	Years in current role:	Last 3 roles:	Area(s) of work expertise: (do not include degrees earned)
Sample	principal	3	assistant principal, instructional coach, teacher	curriculum implementation, instructional monitoring
Sample	assistant principal	1	teacher, team lead	behavior interventions, family engagement, social studies content
Sample	assistant superintendent (principal supervisor)	7	program director, principal, assistant principal	special education, federal programs

Turnaround Plan Attestation Statements

☑	By checking the box, we attest that if a new principal is hired on the campus prior to or during the implementation of the turnaround plan, the district must notify the agency immediately and ensure that the new principal will implement the commissioner approved plan.
☑	By checking the box, we attest assistance was requested from parents and community members in developing the campus turnaround plan, per Texas Education Code (TEC) 39.107(a-2)(2). In addition, the request and input have been recorded and are available upon request.
☑	By checking the box, we attest the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of trustees, per TEC 39.107(b). **The comments must be submitted in the ISAM portal.**
☑	By checking the box, the superintendent and board of trustees attest this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward. The district confirms its commitment to support the school in the successful implementation of this plan.

Historical Narrative (Optional Response)

Include a historical narrative that succinctly describes the history of the campus that has led to under performance.
Limit the narrative to big picture issues and the challenges of the campus. Do not exceed 3000 characters.

<Enter Text>

Needs Summary and Turnaround Plan

Systemic Root Cause: *Describe the systemic root cause that has led to low student performance.*

Our teacher makeup is majority novice and/or inexperienced teachers who struggle with having the necessary skills to differentiate and address individual student needs whose academic gaps are 2 years or more.

Turnaround Initiative: *Describe your systemic approach for turning around the campus.*	**Impacted Critical Success Factors (CSFs):**
Teachers will be provided ongoing, job embedded professional development. We will hire an instructional coach to support new teachers. A monitoring schedule will be developed to ensure that professional development is used in the classroom. The master schedule will be adjusted to	☑ CSF 1 - Academic Performance (Curriculum & Instruction)
	☑ CSF 2 - Quality Data to Drive Instruction

that professional development is used in the classroom. The master schedule will be adjusted to include an intervention period for struggling students

☑	CSF 3 - Leadership Effectiveness
☑	CSF 4 - Increased Learning Time
☐	CSF 5 - Family/Community Engagement
☑	CSF 6 - School Climate
☑	CSF 7 - Teacher Quality

Outcome: *Describe how the turnaround initiative will resolve the identified systemic root cause.*

By providing and monitoring professional development and supplementing it with coaching, novice teachers will gain the requisite skills to teach students with learning gaps.

Processes/Procedures: *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*

We will develop and implement a system for instructional support using research based strategies. Campus administrators will develop a timeline for assessments and data talks. Administrators will be required to complete at least 5 walkthroughs (with feedback) per week to evaluate the use of PD strategies. PD topics for teachers will include how to use data in instruction, specific content area strategies, instructional methods, classroom management, and how to effectively use PLCs. The campus will change the master schedule to include an intervention period for struggling students. Resources will be focused on tracking the progress of the students identified for interventions. We will create a sense of urgency and focus on improving student outcomes.

Communications: *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

The instructional support system will be shared with teachers during our monthly faculty meetings in Spring 2017. At the beginning of the 17-18 school year, we will host a parent involvement night at the campus to give parents the opportunity to learn about the turnaround plan. We will host another parent involvement night in Spring 2018 to update parents on the progress the campus is making. We will send out a weekly newsletter to teachers to updated them on the campus' progress. We will ensure two-way communication through parent conferences and through PLCs. The campus vision will be posted prominently on the campus and on our website.

Organizational Structure: *How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of the turnaround initiative?*

The following new structures will be put in place: adjusted master schedule, assessment calendar, walkthrough calendar. The campus principal and assistant principals will refocus on becoming instructional leaders. We will define clear roles, responsibilities, and expectations for all staff members responsible for the implementation of the turnaround initiative. The campus principal will report on the campus' progress during the district's monthly principal meetings, and the district will provide resources as necessary.

Capacity and Resources: *Describe the staff that are required to implement the plan. (Specify any new full time employees as a result of the initiative. Describe how personnel resources are different from the previous school year.)*

An instructional coach will be hired to provide professional development and provide feedback to new teachers. Administrator roles will be redefined to focus on providing instructional leadership through the walkthrough and feedback cycle. All teachers will be required to engage in implementing the turnaround initiative, and lead teachers will be identified. The lead teachers will be responsible for reporting their department's progress on the turnaround initiative to campus administration.

How will you allocate campus and district funds for this initiative?		
Category	**Amount**	**Description**
Payroll	$100,000	Salary for instructional coach (2 years)
Professional Development	$10,000	Cost of consultants for professional development
Supplies and Materials	$5,000	Book study costs
Other Operating Cost		
Capital Outlay		

Systemic Root Cause: *Describe the systemic root cause that has led to low student performance.*

<Enter Text>

Turnaround Initiative: *Describe your systemic approach for turning around the campus.*	**Impacted Critical Success Factors (CSFs):**
<Enter Text>	☐ CSF 1 - Academic Performance (Curriculum & Instruction)
	☐ CSF 2 - Quality Data to Drive Instruction
	☐ CSF 3 - Leadership Effectiveness
	☐ CSF 4 - Increased Learning Time
	☐ CSF 5 - Family/Community Engagement
	☐ CSF 6 - School Climate
	☐ CSF 7 - Teacher Quality

Outcome: *Describe how the turnaround initiative will resolve the identified systemic root cause.*

<Enter Text>

Processes/Procedures: *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*

<Enter Text>

Communications: *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

<Enter Text>

Organizational Structure: *How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of the turnaround initiative?*

<Enter Text>

Capacity and Resources: *Describe the staff that are required to implement the plan. (Specify any new full time employees as a result of the initiative. Describe how personnel resources are different from the previous school year.)*

<Enter Text>

How will you allocate campus and district funds for this initiative?

Category	Amount	Description
Payroll		
Professional Development		
Supplies and Materials		
Other Operating Cost		
Capital Outlay		

Document 2:
Review Checkpoints with Feedback

The information contained in these checkpoints is drawn from the [Three Step Process](#) guidance document and the [Support Systems](#) guidance document.

BASIC INFORMATION	NOTES

The table includes the following information:
1) Board approval date;
2) District name and number;
3) Campus name and number;
4) Grade levels served during 2016-2017;
5) School years the campus was rated IR; and
6) Members of the plan development team, which at a minimum includes:
    a. DCSI,
    b. PSP,
    c. Principal, and
    d. CLT members.
7) Members of the campus administrative team
	Note on the campus administrative team: This is a new requirement (updated template posted on March 2, 2017). The purpose of this addition is to have campuses demonstrate that the needed leadership is in place to effectively execute the turnaround plan.

TURNAROUND PLAN **ATTESTATION STATEMENTS**	**NOTES**

1. All attestation statements are checked, and
2. District has submitted either
    a) Written feedback from stakeholders, or
    b) A statement or documentation of the opportunity stakeholders had to review the plan and provide written feedback.
	Reminder: stakeholder comments are uploaded in a separate ISAM portal. Please note that the third box is an attestation statement from the board and the superintendent and must be checked at the time of submission.

HISTORICAL NARRATIVE (OPTIONAL)	**NOTES**
If the campus chooses to complete this section, focus on providing information and/or data that provides context for the systemic root cause and turnaround initiative.	In this sample plan, the narrative is blank. The historical narrative can be helpful in providing context for your plan, but be sure that information that informs your systemic root cause was discussed in your Data Analysis and Needs Assessment report as well.
SYSTEMIC ROOT CAUSE(S)	**NOTES**

There is evidence that the systemic root cause:	1) The persistent and pervasive conditions that are leading to low performance on the campus should have been outlined in the Data Analysis and Needs Assessment report and are carried over into the Systemic Root Cause presented in the Turnaround Plan.
1) Includes persistent and pervasive conditions;	

2) Affects multiple levels of a campus, such as multiple
    a. Grades,
    b. Subjects,
    c. Student groups, and
    d. Staff members; and
	2) In the sample plan, it is not clear if the issue of novice teachers' lack of differentiation skills applies to all grade levels or content areas. It's possible that this would have been made clear in the DA/NA report, but it should be clarified in the Turnaround Plan, especially since only one group of staff members is targeted.

3) Identifies the primary factors leading to low performance.	3) Again, the systemic root cause given here should align with the information provided in the DA/NA report.

TURNAROUND INITIATIVE (repeat process for multiple initiatives)	**NOTES**
The turnaround initiative: 1) Will create 2nd order change: a fundamental shift in in campus systems and mindsets	1) This sample turnaround initiative is a list of multiple, specific actions that the campus will take. To describe a second order change, the team should consider what the underlying mindset needs to be on the campus for all these actions to occur. For more guidance on first order versus second order changes, click here.
2) Addresses the systemic root cause of low performance and most CSFs	2) Some of the actions in the initiative appear to go beyond the scope of the systemic root cause (e.g., the intervention for struggling learners when the systemic root cause concerns teacher capacity). The team should consider first how to describe the initiative as a second order change, and second, consider how an intervention period would support the resolution of the teacher capacity issue. Regarding CSFs, nearly all are checked off here, but there is no direct evidence throughout the plan how CSFs 3, 4, or 6 are impacted.
3) Impacts most staff, grade levels, content areas, and students	3) Again, it is not clear if the issue of novice teachers' lack of differentiation skills applies to all grade levels or content areas. It's possible

	that this would have been made clear in the DA/NA report, but it should be clarified in the Turnaround Plan, especially since only one group of staff members is targeted.
4) Goes beyond the scope of previous improvement efforts	4) Past targeted improvement plans and the Plan Evaluation section of the DA/NA report will show if this is the case.
The turnaround initiative does not: 1) list multiple, specific actions or first order changes (small steps that fine tune a system but do not significantly alter it)	1) See #1 above.
2) Target student outcomes for isolated content areas, grade levels, or student groups	2) See #3 above. This plan does not clearly target student outcomes.
3) Focus only on professional development	3) Most of the actions in the initiative focus on professional development. An initiative that goes beyond professional development will ensure that staff on the campus do more than just hear about what they need to change in their practice; it ensures that they must embody that change.
4) Replicate previous unsuccessful improvement efforts	4) See #4 above.
5) Rely on only certain individuals or leaders to implement	5) This plan focuses on the actions of the instructional coach and administrators, rather than the actions of all staff.

OUTCOME	NOTES
The outcome should demonstrate how the turnaround initiative will resolve the issues identified in the systemic root cause.	This outcome is aligned to the systemic root cause but does not encompass all the elements of the initiative.

SUPPORT SYSTEMS (repeat process for multiple systems)	NOTES
Processes/Procedures 1) Clearly align to the turnaround initiative	1) Some of the processes and procedures here replicate what is presented in the initiative (and this is a more appropriate place to describe the first order changes that will need to take place to enact a second order change). The statement about creating a sense of urgency and focus needs to be substantiated with the direct actions that will take place to make this happen.
2) Demonstrate what **new** practices will be put in place on the campus and, if necessary, within the district	2) To verify that these actions are new to the campus, we must look at prior targeted improvement plans. If similar actions have been taken on the campus in the past, it should be clear what steps the campus will take to make those strategies work in this implementation cycle, and the implementation barriers the

	campus needs to overcome should be evident in the systemic root cause.
3) Outline the actions the campus will take to successfully implement the turnaround initiative	3) This plan does give an outline of actions. Follow up implementation plans will show evidence of these actions being undertaken.
4) Guarantee accountability for those implementing the processes/procedures	4) This plan does not address accountability for implementation.
Communications 1) Connect directly to the turnaround initiative	1) Because *what* is being communicated is not described, it is unclear if this communication plan does connect to the turnaround initiative. The campus needs to describe how it will communicate progress on implementation and progress toward improved student outcomes.
2) Identify changes to current campus communications structures	2) The plan does not specify which communication activities need to be implemented (which are new) and which activities are ongoing.
3) Include a campus vision	3) The campus vision is not evident. During step 1 of the Three Step Process, the campus should have developed a vision, and that vision should be communicated to all stakeholders for the duration of plan implementation.
4) Identify internal and external stakeholders	4) The plan describes stakeholders; the campus team could review this to ensure all relevant stakeholders are included.
5) Demonstrate evidence of ongoing, two-way communication	5) The plan describes the places where two-way communication will take place (parent conferences and PLCs), but details on how this communication will be ongoing (especially with the parent conferences).
Organizational Structure 1) Connects directly to the turnaround initiative	1) Again, the link between the assessment calendar and the turnaround initiative is not clear.
2) Identifies changes to the current organizational structure at the campus and/or district level;	2) This plan does not address changes to organizational structure. While it does state that current personnel will focus their efforts on improvement, the plan does not provide any detail about the action those staff members will take to demonstrate that shift. Looking back to the campus administrative team description at the

3) Demonstrates district commitment to empowering campus staff through:
    a. on-going monitoring
    b. support to campus leadership
    c. ensuring targeted resources
4) Focuses district support in eliminating barriers (including demonstrating district and board understanding of the campus' needs)
5) Redefines staff roles and responsibilities as necessary to implement the turnaround initiative
	beginning of the plan, it is not clear that current team has the necessary knowledge or skills to implement the plan as written.
	3) This is also not covered in the plan. While meeting with district staff to report progress is necessary, it is not evident how the district is committing its resources to respond to campus needs.
	4) See #3.
	
	5) This is not clearly described in the plan. If the campus administration "will refocus on becoming instructional leaders," what actions will they take to make that happen? What is currently taking them away from instructional leadership, and how might the district provide support to ensure that campus administration can engage in this refocusing of effort?

Capacity and Resources
1) Connects directly to the turnaround initiative
2) Provides an outline of the personnel positions responsible for critical implementation elements of the initiative and an overview of the position's responsibilities for the initiative;
3) Contains funding information in the budget table specific to the implementation of the turnaround initiative, including:
    a) Overall amount needed to implement the initiative;
    b) Required supplemental costs (ex. stipends);
    c) Payroll: include any new or reassigned staff;
    d) Professional Development: include professional development and how it will build capacity;
    e) Supplies and Materials: any technology (under $5,000), instructional materials, or supply costs;
    f) Other Operating Costs: expenses such as travel, conference attendance for students or staff, and printing costs; and
    g) Capital Outlay: any new equipment, furniture, or technology (over $5,000).
	1) This is aligned to the turnaround initiative in that it mentions the instructional coach, but it still does not clarify how the capacity of campus leadership will be increased (especially regarding helping novice teachers).
	2) This outline and overview is missing.
	3) The consultants and book study in the budget table are not mentioned in the rest of the turnaround plan. Costs described here should align with elements in the plan (and should cover two years of implementation).

Additional Notes:

Document 3:
Discussion Guide

Use the following questions to facilitate a discussion about your campus' plan.

Overall Plan Questions/Topics:

The review checkpoint document lays out all the elements that need to be included in the plan for the campus to make a strong case for their ability to significantly improve student outcomes in a short time.

- Does your plan clearly address all the elements in the review checkpoints?

- Consider the "stranger test" for the plan to ensure that all the review elements are clearly stated. Have someone on your campus who was not involved in the planning process review the turnaround plan using the rubric. Do they agree that all elements are clearly stated and well substantiated? What elements need clarification?

Systemic Root Cause and Turnaround Initiative:

The systemic root cause was the result of the data analysis and needs assessment conducted by the campus, and the turnaround initiative is the action the campus and district will take to resolve that root cause.

- Does your turnaround initiative clearly address all the elements in the review checkpoints?

- Is there alignment between systemic root cause, turnaround initiative, and the outcome you describe? Think back to TAIS 101 trainings and the idea of problem statement/root cause/strategy/goal as one sentence: We have (problem) because of (root cause), so we will (strategy) so that (goal). Can you make a similar connection between the systemic root cause, turnaround initiative, and outcome written in the turnaround plan?

- Consider the turnaround initiative example given here: "Teachers will be provided ongoing, job embedded professional development. We will hire an instructional coach to support new teachers. A monitoring schedule will be developed to ensure that professional development is used in the classroom. The master schedule will be adjusted to include an intervention period for struggling students." Of the actions listed in this initiative, which are strategies (first order changes) and which are philosophies or mindsets (second order changes)? What changes would you suggest the sample campus make to the initiative to create a second order change? (try this exercise with your campus' turnaround initiative as well.)

Processes and Procedures:

- Do the processes and procedures clearly address all the elements in the review checkpoints, or is there some ambiguity?

- Review your current and past Targeted Improvement Plans. Are there strategies described in Processes and Procedures that are similar to the strategies in those past plans? If so, have you described clearly how and why this attempt is different?

- When describing accountability for implementation, is there evidence that the campus administrative team has the expertise necessary to do this work? If not, does the plan describe how the administrative team will gain that expertise, and does it describe the people

Communications:

- Do the communication structures described here clearly address all the elements in the review checkpoints, or is there some ambiguity?

- The vision that is communicated here should be specific to the outcome of the turnaround plan. Does your turnaround plan discuss the vision you have for the outcome of implementation of the plan? Is the vision more than a slogan?

Organizational Structure:

- Does the organizational structure described here clearly address all the elements in the review checkpoints, or is there some ambiguity?

- Has your campus discussed this plan with district staff and board members?

Capacity and Resources:

- Do the capacity and resources described here clearly address all the elements in the review checkpoints, or is there some ambiguity?

- The sample plan does not make a strong case for the capacity that exists on the campus currently or how the campus will increase capacity. When thinking of your campus, what are the areas where you have the capacity and resources already in place to implement turnaround? Where are your capacity and resources lacking? Have you clearly explained this throughout the turnaround plan?