

## Timeline

Date	Action
September-October	Assess campus and district needs: <ul style="list-style-type: none"> <li>Analyze state accountability data</li> <li>Conduct Self-Assessment of foundational Essential Actions in the Effective Schools Framework to identify short-term planning needs</li> <li>Engage in an ESF Diagnostic with an ESF Facilitator to identify highest leverage gaps in systems and practices to inform long-term planning needs</li> </ul>
November	Determine turnaround method and start first draft of the plan: <ul style="list-style-type: none"> <li>Attend training at the ESC on turnaround plan (TAP) development</li> <li>Select the appropriate turnaround method (see Turnaround Plan Description of Methods)</li> <li>Start work on draft TAP (see <i>Writing the Plan</i> section below)</li> </ul> Identify local timelines for plan development, stakeholder comments, and board approval (backwards plan from February board meeting date)
December	Submit draft TAP to TEA for feedback by <b>December 13<sup>th</sup></b> <ul style="list-style-type: none"> <li>See Guidance below for required components</li> <li>Feedback from agency is aligned to scoring rubrics used in final approval</li> </ul>
January	Discuss TAP draft feedback with agency staff Complete/make final adjustments to plan Post for stakeholder comments (30 days prior to board approval)
February	Incorporate stakeholder feedback as necessary Obtain board approval (including signed board resolution)
March	Submit TAP board resolution and stakeholder comments in ISAM by <b>March 2<sup>nd</sup></b> Agency review period begins
April	Agency review period continues
May	Approval/rejection correspondence sent from TEA in early May TAP modification period begins for non-approved plans Ensure pre-implementation milestones are included in the current year's Targeted Improvement Plan (TIP) cycle 4
June	Modified TAPs due Final TAP approval/rejection correspondence sent from TEA Begin pre-implementation
July	Continue pre-implementation
August	If campus receives <i>F</i> overall rating, begin implementation of the TAP

## Writing the Plan

**TURNAROUND FOUNDATIONS TAB:** (Entire tab must be complete for the December 13<sup>th</sup> Draft Submission)

Campus information: Complete the campus and district information section.

Turnaround Method: Select the one turnaround method the campus is pursuing. Refer to the Description of Methods Document.

Outcomes:

- For each Essential Action (Foundation Essential Actions and DDI):
  - Identify the Implementation Level and prioritization from your ESF Diagnostic Summary Report;
  - Describe the current implementation of that essential action using your diagnostic summary as a starting point. Be sure to reference the evidence from your report as well as the key practices from the Effective Schools Framework;

**Note:** The summary should not be an exact match to what is written in the report: there should be some further implementation of key practices since the time of the diagnostic; and

- Describe your vision of what full implementation of this essential action would like on your campus. The full implementation vision should align to the essential action and key practices included in the Effective Schools Framework. It should be specific to the campus and district context.

**SCHOOL IMPROVEMENT TAB:** (Complete if you are pursuing School Improvement Method)

District Commitment Theory of Action:

- Using the District Commitments in the Effective School Framework, 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. The District Theory Commitment of Action should be written as an *If...then* statement.

System and Capacity Building:

- Identify how the campus and district will build the capacity and systems to close implementation gaps in the foundational essential actions and DDI:
  - Provide an overview of the efforts the campus/district will undertake to build systems, skills, and capacity;
  - Identify potential partners or programs (vetted improvement programs, ESCs, aligned improvement programs, or internal capacity building efforts) the campus plans to pursue to close identified gaps;
  - Indicate which year you will pursue those partnerships and capacity building efforts;
  - Scope and sequence of the capacity building efforts include a description of training touchpoints: in-person PD, frequency of any ongoing training/coaching, and who receives the training and coaching;
    - The person(s) receiving the training are in the appropriate role to enact change on the campus;
    - If capacity building efforts are external, the description and scope and sequence described should match the external provider's description;

- If capacity building efforts are internal, describe a clear, cohesive path to achieving full implementation of relevant Essential Actions;
- If not working with an outside program, describe what resources the district or campus will use to support their internal efforts;
- Ensure there is a plan to build capacity for all six of the Essential Actions in the Plan (foundational and DDI); and
- Ensure the capacity building effort addresses the gap between current implementation level and full implementation.

**For December 13<sup>th</sup> Draft Submission: Complete this section for at least ONE Capacity Builder aligned to one of your Prioritized Essential Actions. For example, Row 9 on the School Improvement Tab.**

### Critical Implementation Milestones:

- Describes 1-3 of the most critical milestones for each of the Foundational Essential Actions and DDI (in the year it is prioritized);
- Milestones aligned to the 2-3 prioritized focus areas identified in the ESF Diagnostic are addressed first (Year 1);
- Year 2 addresses milestones for the remaining Essential Actions (at a minimum); there may be additional milestones from Year 1's Prioritized Essential Actions;
- Year 3 milestones are focused on sustainability for all Foundation Essential Actions + DDI
- There are milestones addressing all six of the Essential Actions reviewed in the diagnostic (foundational Essential Actions and DDI);
- Milestones are aligned to the Essential Action to which they most directly align;
- Milestones broadly describe where the campus will be within a specific timeframe; They could be reflected as annual outcomes in your TIP;
- Milestones reasonably bridge the gap between current implementation and the full implementation shared on the Turnaround Foundations tab; and
- Milestones are broken down into discrete actions/activities and are included in the appropriate Targeted Improvement Plan (TIP) in the future.

**For December 13<sup>th</sup> Draft Submission: Include at least 1 key milestone for each of your Prioritized Essential Actions addressed in year one. For example, Rows 24-26 on the School Improvement Tab.**

### Budget and Financial Resources:

- Include any major budgetary implications due to the implementation of your turnaround plan; and
- Include allocations which align to payroll, professional development, supplies and materials, other operating costs, and capital outlay as necessary.

**SCHOOL ACTION TAB:** (Complete tab that corresponds with the School Action Method you are pursuing)

- Attend or view the School Action webinar on November 20<sup>th</sup>
- A separate School Action guidance document will be presented and shared by the Division of System Support and Innovation (DSSI) during this webinar.

**For December 13<sup>th</sup> Draft Submission: Submit the complete Turnaround Foundations Tab**

## Submitting the Plan

There are three submissions due in ISAM by March 2, 2020:

- The complete, board-approved Turnaround Plan;
- The signed board resolution; and
  - At a minimum, must be signed by the board president, superintendent and secretary
- Stakeholder comments collected during the 30-day comment period
  - If the district does not receive any written feedback for the turnaround plan, the district is required to submit a statement outlining the method for soliciting written feedback and submit this to the agency in the Stakeholder Comment portal in ISAM. The district may also send the documentation regarding the method(s) of soliciting feedback, rather than writing a summary statement.