

Campus Turnaround Plan

District Name:	Crowley ISD	County-District Campus Number (CDCN):	109
Campus Name:	J.A. Hargrave Elementary	Grades Served:	Pre-K-4

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Kimberly Sherfield	Principal
Amber Gillihan	Assistant Principal
Jana Godkin	Instructional Specialist
Charmain Campbell	Instructional Coach
Vicki Harper	PSP

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:
Kimberly Sherfield	Principal
Amber Gillihan	Assistant Principal
Jana Godkin	Instructional Specialist
Charmaine Campbell	Instructional Coach

Historical Narrative and Campus Vision

Include a historical narrative that succinctly describes the history of the campus that has led to under performance. Use the problem statements identified during the systemic data analysis to frame the narrative. Do not exceed 3000 characters.

J.A. Hargrave has failed to make adequate progress on the STAAR Assessments for the past two years. The data according to TEA's TARP 2017 report is found in the chart below.

	2015-2016	2016-2017
Reading	61%	55%
Writing	51%	47%
Math	52 %	59%

The campus met Indexes 3 and 4 in 2015-2016 and in 2016-2017 the campus met indices 2 and 4 unfortunately index 3 was missed by 2 points. A new principal was assigned in February of 2017, the campus was already identified as a Year 1 Improvement Required campus. There was a new Assistant Principal assigned at the start of the 2016-2017 school year. Overall, there has been 5 Principals assigned to the campus and at least 6 Assistant Principals since the campus has opened. In 2016-2017, 11 teachers were new to the campus and 6 of them were new to the teaching profession. In addition, 6 teachers were reassigned to a new grade level and/or content area. At the time, there was a Reading Specialist that focused upon the campus ELAR instruction and a growing Dyslexia population. She was a teacher that was promoted from within the campus and she served five years in the position. The Instructional math specialist was in her first year in the position and she was also a teacher that was promoted from within the campus. Currently, the Instructional math specialist is in her 2nd year. Prior to the start of the 2017-1018 school year, a new Instructional coach was hired, she is serving in her first year in this role. The significant personnel changes over the course of several years has resulted in inconsistency in quality instruction and damaged the climate and culture of the campus.

Include the campus vision.

As a campus, this initiative will be instrumental in the revitalization of a new campus vision: To embrace change to create lifelong scholars in a collaborative and growth mindset learning community.

Needs Summary and Turnaround Plan

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

J.A. Hargrave is located in Fort Worth and serve residents of Crowley and Fort Worth. The mobility rate of our students on our campus has been an average of 20% over the last 3-4 years. Over the past 3-4 years there has also been an increase of staff mobility. The campus has been impacted by changes in leadership as well. There has been 5 Principals in the past 14 years. The current principal was placed on campus in late January of 2017. She is in her 11th year of Administration. During her Administrative career she has been a Principal of 2 Improvement required campuses in which both schools met their Accountability target. The school serves a 58% Economically disadvantaged population, in which and base upon on our needs assessment our African Americans and Economically disadvantaged population have not made consistent progress to narrow the Achievement gap.

As a result of the changes over the years, there is a trend of inconsistent high quality Instruction that meets the needs of the current population of students. In addition, the bilingual population continues to grow. Therefore, we know there is a need for more listening, speaking, and writing campus wide. We currently have a Pre-K/K bridge and 1st/2nd grade bridge. Overall, the student enrollment has decreased from the 2016-2017 school year. According to STAAR data, there is an overall achievement gap across 3rd and 4th in reading and math between the White Student group compared to the African American, Hispanic, Economically Disadvantage, Limited English Proficient (LEP), At Risk, and Special Education Student Groups.

Turnaround Strategy: *Describe your approach to resolve the systemic root cause and improve student outcomes.*

The Turnaround initiative will focus on strengthening systems on the campus that will improve instructional delivery, increase student engagement and shift to a growth mindset with our staff and students. We will develop a lesson plan framework that will encompass high impact instructional strategies to assist teachers with ensuring academic success for all students. In order to impel meaningful change, J.A. Hargrave Elementary School will take a school-wide approach to implement AVID. At the core of AVID's mission is the belief that all students can successfully achieve when they are held to high expectations and properly supported. Throughout the AVID curriculum there are culturally relevant teaching practices that help educators build relationships, hold high expectations, empower leadership, engender self-advocacy, and build on assets of learning. Jointly, these practices help foster a learning environment that is safe and empowering for students that will lead to academic success. In addition, the campus will incorporate components of project-based learning. Research shows that a well-designed project based learning design will result in deeper learning competencies and more engaged self-directed learners. This approach will energize all of the staff and students by engaging them in real world applications, interdisciplinary problem based learning that will transform the campus culture. To achieve this goal, the campus will change the systems and structures that will ensure campus wide implementation of a new methodology for teaching. The primary instructional processes that will change teaching are: 1) professional development in high impact instructional strategies 2) collaborative planning for a new instructional framework in Professional Learning Communities and 3) an observation and feedback/coaching model that is designed to encourage continuous improvement. This approach will include clear expectations and robust monitoring of instructional delivery. We believe that an intentional focus upon these learning tasks, will strengthen instruction to sustain high levels of learning across the campus. As a true AVID campus the teachers will be required to receive on-going support and training to effectively implement the AVID strategies. There will be external support in place to conduct these training sessions. Throughout this process we will work to engage students, parents and community members to join us in this amazing learning adventure.

Outcome: *Describe how the turnaround strategy will help the campus achieve its vision.*

The Turnaround initiative will be a blueprint for developing critical thinkers and infuse authentic engagement across our campus. In addition, we will address the concern of high teacher mobility by providing the adequate instructional support. It is imperative that we build teacher capacity to retain effective teachers. Therefore, the targeted professional development, coaching cycle, collaborative planning and a robust monitoring system, teachers will increase their instructional capacity to design and deliver effective and engaging lessons to improve student achievement. This process will also provide a common language for the instructional systems on our campus. In addition, We believe that the effective implementation of this initiative will improve the climate of the school and culture by shifting the mindset of our staff to believe all kids can learn.

Annual Goals: *to be completed upon receipt of 2018 preliminary rating*

<Enter Text>

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

The process will begin with setting up our planning systems to support effective lesson planning, data analysis, and effective collaboration. This will involve modifying our Lesson plan structure to ensure that teachers consistently incorporate high impact strategies in their daily instruction. Once the framework is adjusted, we will proceed with high quality professional development that will support the effective implementation of AVID strategies and Project- based learning. The instructional leaders on campus, in conjunction with members of the District level curriculum team, will provide the following processes related to the initiative for improving teacher instructional capacity:

- Develop processes for increasing teacher capacity in development of highly engaging learning experiences which are aligned with the tested curriculum
- Outline and implement a coaching cycle to promote teacher growth and transference of effective AVID instruction/Project Based activities to their classroom
- Develop a professional development plan to demonstrate how to embed AVID learning experiences within the curriculum
- Train and assist in creating meaningful family and community engagement activities
- Revised instructional processes for collaborative planning within PLCs and including protocols for: framework for lesson design and inquiry, creating and analyzing assessments, and observation and feedback will be completed to ensure that actions related to these processes are clearly delineated
- Ongoing training for administrators and instructional specialist to enhance their skill sets to guide the instructional processes
- Align campus coaching cycle with a more robust coaching process
- Involvement of key stakeholders in reviewing the initiative's key actions and impact on student achievement

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Processes and Procedures Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	All classroom teachers will be provided staff development on the components the Writer's Workshop model. In addition, they will be trained to effectively incorporate revising and editing student expectations.	August 14, 2017- September 25, 2017		Outside Consultant Empowering Writers Lucy Calkins Bernabi writing materials Serravallo writing materials	The goal is for all grade levels to show evidence of implementation of the Writer's Workshop as evidenced through bi-weekly writing samples.	100% of classroom teachers were trained on the Writer's Workshop model.	On track to meet the annual goal	Continue the Implementation of Writer's Workshop school-wide for all ELAR teachers.
	The 3rd and 4th Grade ELAR teachers will have an understanding of planning by design to implement the units of study with fidelity throughout the year.	September 18, 2017- September 19, 2017.	Instructional Coaches Principal Assistant Principal Literacy Consultant Region XI Consultants	Curriculum Guide Lucy Calkins model Grammar Talks Bernabi writing materials Serravallo writing materials	The teachers will had detailed Lesson plans that are aligned with STAAR expectations. In addition, teachers are actively using progress monitoring tools to provide differentiated instruction to ensure mastery of TEKS for all students.	The teachers will know how to dissect student expectations and be intentional about their learning tasks.	On track to meet the annual goal	Continue the implementation of Units of study by all third and fourth grade ELAR teachers.
	All classroom teachers will be provided staff development on the Writing Calibration rating process to ensure writing reliability throughout the campus to ensure consistency in the rating. There will be Bi-weekly composition checks.	4-Oct-17		4th Grade Writing Teacher Writing Rubric Sample writings of various levels TEA	The teachers will had detailed Lesson plans that are aligned with STAAR expectations. In addition, teachers are actively using progress monitoring tools to provide differentiated instruction to ensure mastery of TEKS for all students.	100% of classroom teachers were trained on the calibration of writing samples.	On track to meet the annual goal	Implementation of the revised writing plan including the calibration of writing samples with an extended audience.
	All classroom teachers will be provided staff development on the interactive word walls and how to increase the amount of words used per grade level.	August 14, 2017 - September 13, 2017	Consultant/Lucy Calkins Units of study	4th Grade Writing Teachers Writing Rubric Sample writings of various levels TEA	All classroom teachers will be competent in scoring a writing sample using the TEA rubric.	Active use of the word walls in all classrooms.	On track to meet the annual goal	Monitor the use of the Word walls.
	The Literacy Coach will review and approve structured weekly homework to include targeted spiraled skills related to 4.15 C, D, and E.	October 4- May 13	Instructional Coaches Principal	Empowering Writers/Grammar Keepers/Mentoring minds	Our 3rd and 4th grade teachers will be consistent with spiraling in the low TEKS in weekly homework assignments.	100% of all 3rd and 4th grade ELAR teachers will be trained in a various Grammar learning tasks to help them deliver quality instruction.	On track to meet the annual goal	Provide additional materials to aid in the distribution of the weekly spiraled homework assignments.

Intermediate: (Implementation)	Teachers will incorporate writing journals in Social Studies and Science to support Expository writing.	October 4- May 13		Journals/Quick writes	Our 3rd and 4th grade Social studies and Science teachers will monitor the validity of the weekly writing.	There will be evidence that the Expository writing compositions are improving across the grade level.	Significant Progress, behind schedule	Continue to train the Social studies and science teachers to create or select prompts that are aligned with STAAR and progress monitor.
							Select	
								Select
Long-Term: (Results)	The teachers on our campus will implement Writer's Workshop with fidelity and provide the adequate listening, speaking and writing strategies to develop strong writers.	August 20-17- May 2018	Instructional Specialist/Coach	Outside Consultant Empowering Writers Bernabi writing materials Serravallo writing materials	Our school will utilize the writing process procedures to produce expository compositions that reflect the appropriate grammar and high levels of structure to align with STAAR expectations.	55% of our 4th grade students will meet or exceed the passing standards on the writing STAAR assessment.	Significant Progress, behind schedule	Continue to progress monitor and create focus groups for writing.
							Select	

Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<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?*

The following structures need to be completed to ensure that the three instructional processes will build teacher capacity (1. Professional development 2. Collaborative planning 3. Coaching, observation and feedback) and will be implemented:

- The leadership team will develop the master calendar to provide sufficient time for the implementation of the instructional processes (weekly collaborative planning, extended planning, data analysis, interventions, professional development and coaching).
- Administration and the Instructional Specialist/coach will create an extensive professional development plan to align the components of AVID/PBL with the campus instructional processes for improving reading/writing, mathematics, and science.
- The leadership team will provide the timelines for the coaching cycle: observations, feedback, demonstrations, co-teaching, etc.
- The leadership team with the assistance of the AVID external support will develop an implementation plan for the development of AVID education on the campus.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Organizational Structure Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
--	---	-----------------	------------------------------	------------------	--	------------------------------------	---------------	-------------------

Short-Term: <i>(training, acquisition of new skills)</i>	All classroom teachers will be involved in Math Professional Development to address rigor, alignment to the TEKS, and Engagement.	September 2017- April 2018	Region 11/Instructional Specialist/Principal	Leadered.com/Rigor and Relevance Framework/Marzano resources/Number Talks/TRS	All of the 3rd and 4th Grade Math teachers will be able to design lesson plans that encompass rigorous questions, academic vocabulary, high yield strategies and opportunities to reteach.	The weekly lesson plans will reflect high yield strategies.	On track to meet the annual goal	The Administrative team will ensure that the teachers are available for coaching conversations. In addition, they will observe the Region 11 coaches to align their support with the new coaching model.
	Teachers will work with experts in the math content area to tightly align Lesson plans to ensure that the teachers have a clear understanding of their Essential standards and how to incorporate engaging learning tasks weekly.	September 2017- November 2018	Region 11/Instructional Specialist and Coach/Principal	TEKS Resource/Lead4ward	Academic vocabulary will be embedded in weekly lesson plans and incorporated in the Interactive word walls.	STAAR Math results 2018	On track to meet the annual goal	Conduct weekly walkthroughs to look for evidence of the use of the Math Academic vocabulary.
	Teachers will appropriately place students in tiered groups based upon low student expectations and they will progress monitor to ensure fluidity of the groups.	September 2017- November 2018	Principal/Instructional specialist/teachers	Data Tracking sheets/Lead4ward resources/Dreambox/Getting Better Faster	Teachers will use their scheduled intervention block to set up targeted zones that are aligned with their Essential standards.	STAAR Math results 2018	On track to meet the annual goal	Create weekly schedule for targeted Walkthroughs and analyze Lesson plans to review weekly tiered groups. Individual conferences will be established for teachers that do not adequate student growth.
							Select	
Intermediate: <i>(Implementation)</i>	The Math Specialist will review and help assign homework for students that is aligned with low standards that need to be spiraled.	October 2017- May 2018	Teachers/Instructional Specialist and Coach	Go Math/countdown for math/Mentoring Minds/Frog Publications/Texas Gateway	The goal is to provide additional practice time for students to review the Essential standards that they need to master.	This will help to build a strong Family and Community connection.	On track to meet the annual goal	The next steps will be to order additional materials to support homework that is aligned with the standards. In addition, we will create tutorials for parents to help guide them on how to support their child at home.
	Extend days with consultants to build broad support across the grade levels to create systems on our campus to ensure sustainability.	October 2017- May 2018	Principal	Region 11 Consultants	The goal is to begin strengthening instruction across the campus to swiftly address the Achievement gaps.	STAAR Math results 2018	On track to meet the annual goal	The next steps will be to revise our Professional Development calendar and incorporate additional time for planning.
							Select	
Long-Term: <i>(Results)</i>	The teachers will be intentional about backward designing lessons to ensure alignment to the STAAR Math Assessment with fidelity.	September 2017- May 2018	Teachers/ Instructional Specialist and Coach/Principal	TEKS Resource/ YAG/ Lead4wad resources/Math curriculum	Our goal is to close the Achievement Gap in math by 10% for African Americans and Economically disadvantaged students.	STAAR Math results 2018	On track to meet the annual goal	Continue to progress monitor and create focus groups for math.
							Select	

Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>

Capacity and Resources: Describe the staff, training, and resources 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.)

The staff involved in the mandatory implementation of this plan consist of a variety of Instructional leaders. This esteemed leadership team will ensure fidelity of the implementation. The following members are the Principal, Assistant principal, Instructional Coach, Instructional Specialist, District Level Curriculum members, AVID coordinator and PSP. This team will develop a new lesson design that encompasses Project based learning and AVID strategies to engage all learners. The costs associated with the district support and other resources required for this initiative will be incurred in the general central office and campus budgets.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Capacity and Resources Implementation	Activity <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	All 3rd and 4th grade ELAR teachers will be involved in critical reading, writing, and speaking professional development to address rigor, alignment to the TEKS, and engagement.	September 2017- May 2018	Region 11/Teachers	Teach for Texas Resources/Comprehension Tool kits	The teachers will be confident in the instructional delivery of Guided Reading to the level of incorporating STAAR aligned standards in their weekly groups.	The students will show progress on their bi-weekly assessments and District level assessments.	On track to meet the annual goal	The Administrative team will be involved in implementing a feedback model to ensure the teachers receive feedback in a timely manner to adjust their instruction.
	Daily Targeted Intervention groups will be identified through weekly formative assessments to address the Power(essential standards).	September 2017- May 2018	Teachers/Instructional Specialist and Coach	TEKS Resource System/Leveled Literacy Interventions	Fluid groups that reflect a decrease of students not mastering the Power standards.	Weekly walkthroughs will show students engaged in learning tasks that reinforces the essential standards.	On track to meet the annual goal	Teachers will submit 6-week Action Plans highlighting the standards that need reteaching and standards that still need to be taught to keep them on target for mastering the upcoming Summative Assessments.
	Weekly PLCs will be used to discuss the effectiveness of guided reading groups, spiraling of the low standards, and student progress.	September 2017- May 2018	Principal/Instructional specialist and coach/teachers	Lead4ward PLC Document/Servallo strategy groups	Teachers will be actively involved in a true collaborative environment and they will fill comfortable with the Flipped approach.	The teachers will begin leading collaborative meetings with their peers to monitor and adjust their instruction.	On track to meet the annual goal	Incorporate the Lead4ward PLC document in weekly PLC's and rotate the content area focus.

	Teachers will learn appropriate ways to design Common assessments that are aligned with STAAR quality.	Sep-17	Instructional specialist	Quality Assessment Rubric	Teachers will have the ability to create Assessments that will give them a clear indication of their gaps in learning.	High quality Common Assessments.	On track to meet the annual goal	We will conduct follow up meetings to review assessments and analyze the validity of the tests.
Intermediate: (Implementation)	The Literacy Coach will review and approve structured weekly homework to include targeted spiraled skills related to our Low Standards and provide data meetings for parents.	October 2017- May 2018	Principal/Instructional specialist/teachers	Mentoring Minds/Countdown to STAAR	The goal is to provide additional practice time for students to review the Essential standards that they need to master. In addition, equip parents with tools to help their children reach their Data goals.	This will strengthen our Parent and Community connection and introduce parents to data.	Significant Progress, behind schedule	We will create opportunities for the the teachers to collaborate with the Instructional specialist about their Homework selection and student progress.
	The teachers will build true classroom libraries to provide fluency practice and build a love for reading school-wide.	August 2017- November 2018	Instructional Coach/Literacy Committee/ Principal	Steps to Literacy/Scholastic	The goal is to ensure that students have high quality books that engage the students and help them build their reading comprehension.	The children will have additional books to help them reach their year long reading goal and build their reading stamina.	On track to meet the annual goal	The committee will meet monthly to oversee the implementation process.
	Extend days with consultants to build broad support across the grade levels to create systems on our campus to ensure sustainability.	October 2017- May 2018	Principal/Central office	Consultant Contract	The goal is to provide guidance and resources to the teachers and model the appropriate use of data.	This will help with Sustainability and ensure quality learning for all.	Significant Progress, behind schedule	The next steps will be to revise our Professional Development calendar and incorporate additional time for planning.
	All teachers K-4th grade will receive coaching through observation followed by scheduled face to face feedback.	October 2017- May 2018	Region 11/ Instructional Specialist and Coach	Six Steps to Effective Feedback	The goal is build teacher capacity and improve instructional practices.	This will help with sustainability and ensure quality learning for all.	On track to meet the annual goal	
Long-Term: (Results)	We will build the teacher's capacity to provide high quality literacy instruction that is aligned with STAAR expectations.	September 2017- May 2018	Region 11/Instructional Specialist/Coach/ Teachers	Teach for Texas Resources/greeceathe na.word press/Comprehension Tool kits	By May, 2018 60% of our 3rd and 4th grade students will meet or exceed the passing standard on the Reading STAAR Assessments.	STAAR Reading results 2018	On track to meet the annual goal	Progress Monitor and form Focus Reading groups.
							Select	
Capacity and Resources Implementation Status:	Check in date:	<Enter Text>						
Capacity and Resources Implementation Status:	Check in date:	<Enter Text>						
Capacity and Resources Implementation Status:	Check in date:	<Enter Text>						
Capacity and Resources Implementation Status:	Check in date:	<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?								

It is imperative that we have successful two-way communication about the plan to receive on-going feedback from our stakeholders. The communication with the staff, parents, and communication will be completed through participation in the three key instructional processes: 1) professional development 2) collaborative planning in PLCs and 3) coaching, observation and feedback activities. Further walkthroughs and targeted observations with structured and timely individual teacher feedback will ensure effective coaching and support to teachers. Opportunities for staff feedback to the District liaison and PSP will also be established. Additionally, the principal will review the progress of the initiative with parents and the Turnaround committee and the community throughout the school year. Through effective and timely feedback we can monitor the implementation.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Communication Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	The Turnaround Team will meet with parents and fellow teachers to introduce the Critical Success Factors and solicit feedback regarding the CSF's.	Aug-17	Turnaround Team	CSF materials/Chart paper/Surveys	The goal is to solicit feedback centered upon the Critical Success Factors to guide the creation of the Turnaround plan.	The parents will have input in the plan.	On track to meet the annual goal	Share the approved plan with all stakeholders.
	Parents will be given the opportunity to add feedback about the direction of the Turnaround plan	Aug-Dec 17	Turnaround Team	Surveys/Website	The goal is to create two-way communication with stakeholders about the Turnaround initiative.	The parents will play an active role in the implementation of the plan and establish buy-in.	On track to meet the annual goal	Share the approved plan with all stakeholders.
							Select	Select
Intermediate: (Implementation)	During the implementation process, parent forums will be conducted to share components of the Turnaround initiative to keep parents connected to the effective implementation.	Feb-18	Turnaround Team	Turnaround plan/Data Materials	The parents will have an understanding of	The parents will support the implementation process.	No Progress	Share the approved plan with all stakeholders.
							Select	
							Select	
Long-Term: (Results)	The approved Turnaround plan will be posted on the campus Website	18-Feb	Turnaround Team/District Liaison	Approved Turnaround Plan	The goal will be to keep the plan at the forefront of all functions in the building.	There will be an effective implementation of the Turnaround Plan.	No Progress	Overall, systemic change to enhance student achievement school-wide.
							Select	
Communication Implementation Status:		Check in date: <enter date>	<Enter Text>					
Communication Implementation Status:		Check in date: <enter date>	<Enter Text>					
Communication Implementation Status:		Check in date: <enter date>	<Enter Text>					

Communication Implementation Status:	Check in date: <enter date>	<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		

In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).

CSF 1: Coherent Curriculum and Assessment	* Lesson Planning Structure
CSF 2: Leadership Effectiveness	*Coaching Feedback cycle
CSF 3: Teacher Quality	*High quality Staff Development
CSF 4: Family/Community Engagement	*Parent forums/workshops
CSF 5: School Climate and Culture	*Build Teacher capacity