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 San Angelo ISD provides ongoing support and coaching of the campus leadership team in the foundational Essential Actions, especially 5.1 and 5.3, 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 be a data driven campus so we will look for ways to build capacity in our administrative team and teacher teams. This will include training opportunities for admin and teachers in data driven instructional methods. Systems for PLC meeting accountability will be put in place. Also, systems and staffing to provide intervention/enrichment will be developed or strengthened.	Engage2Learn & internal capacity builder	2020	Year 1 - training will be provided in the PLC process and in what protocols the campus will use. These protocols will be maintained in the campus shared google drive. Systems will be developed to ensure that intervention/enrichment time is happening according to analyzed data and that staffing is in place to support these systems and provide supports for Tier 3 students. Campus leadership team will support the PLC	5.3
We will continue our strong system for lesson plan feedback by having plans submitted in a google drive and feedback given through comments. We will work to develop a lesson plan template to be sure that all components of the lesson, assessment, and differentiation are included. We will move lesson plan submission date to earlier in the week so that we allow more time for feedback.	Engage2Learn & internal capacity builder	2020	Year 1 - The admin team will work with a group of teacher leaders to develop a lesson plan format that will support the inclusion of all necessary components. The team will then train the staff prior to the beginning of school on the implementation of the format and will follow up weekly during the first six weeks to ensure there is a common understanding of format and feedback. Administrators will provide	5.1, 2.1
We aim to ensure that attention is given to the growth of campus leadership.	Engage2Learn & internal capacity builder	2021	Year 2 - Feedback cycles will be put in place for members of the campus instructional leadership team. Executive Coaching will be provided monthly for instructional leaders through Engage2Learn, Executive Director and other internal support personnel. We will continue to have conversations and set goals based around our Leadership Blueprint Traction Plans	1.1

Teacher placements will be strategic and based on teacher strengths and student need. We aim to develop teacher leaders by offering the opportunity for strong teachers to be trained in adult learning facilitation.	internal capacity builder	2021	Year 2 - Admin team will make decisions for teacher placements using data and feedback/coaching cycles. We will seek out opportunities for training for teacher leaders and then develop ways to implement their leadership on campus.	2.1
Our district curriculum department will work to evaluate and revise our scope and sequence to ensure that they are aligned to the TEKS. We aim to implement high fidelity professional learning for teachers that is aligned to curricular resources.	internal capacity builder, Scholastic, Math Solutions	2020	Year 1 - YAG will be updated with the help of district curriculum team and district teacher leaders. Professional learning will be provided to support the implementation and on-going support of high-quality curricular resources. Job-embedded coaching will be provided monthly in best practices for literacy and numeracy.	4.1
Implementation of Capturing Kids' Hearts.	Internal capacity builder & Flippin Group	2021	Year 1 & 2 - Staff will participate in 2 day in person professional learning with on-going quarterly support for two years.	3.1

Critical Implementation Milestones

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.

Pre-Implementation	Essential Action
Share focus areas and initiatives with staff.	3.1
Plan master calendar to include 1/2 day planning sessions for teachers, weekly PLC meetings	5.3
Plan professional learning to include a focus on data driven instruction and effective lesson planning.	5.1
Implementation Year 1	**Essential Action**
The campus will implement effective PLC meetings.	5.3
The campus practices and policies will demonstrate high expectations that align with the mission, vision and values of the campus.	3.1
A process will be in place for common lesson plans and feedback to teachers.	5.1
Implementation Year 2	**Essential Action**
Job-embedded professional development and feedback cycles will be in place for all members of the instructional leadership team	1.1
Assessments will be developed for core subject area algined to the YAGs.	4.1
Teacher assignments will be based on student need and teacher strengths. Teacher leaders will be involved in hiring process.	2.1
Campus vision and mission will be reviewed for relevance.	3.1

Implementation Year 3 and beyond	Essential Action
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.*	
Continue PLC meetings to ensure data driven instruction.	**5.3**
Administrative team will continue to offer feedback on lesson plans to ensure rigor and TEKS alignment.	**5.1**
PLC meetings for administrative team will continue to focus on analyzing student data.	**1.1**

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	$ -	