

Campus Turnaround Plan

Campus Information

District Name:	Superintendent:	DCSI:	Board President:
Abilene	Dr. David Young	Dr. Ketta Garduno	Daryl Zeller
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Reagan EL	221901120	Leslye Roberts	Dr. Gustavo Villanueva
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2020-2021	10/1/19	Kriste O'Dell-Farias	

Turnaround Method

Select the turnaround method your campus is pursuing. See the Description of Methods guidance document for more information.

Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	X
School Action-Restart: District Managed	Restart a school by implementing the Accelerating Campus Excellence model or ACE-like model (including Accelerating Campus Excellence (ACE) turnaround plans).	
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	

Outcomes

*For each essential action, describe the **current implementation level** on the campus (using the ESF Diagnostic Summary Report) and what **full implementation** will look like on this campus. Reference the Key Practices in the Effective Schools Framework to develop the vision. Campuses should strive to be at or near full implementation within two years after implementing this Turnaround Plan for two years.*

1.1 Develop campus instructional leaders with clear roles and responsibilities.	Current Implementation: Summary	
	Implementation Level At Diagnostic	Reagan has systems and procedures in place for the leadership team to track their specific roles and responsibilities. The leadership team has a comprehensive list of responsibilities including committees they are responsible for overseeing, teachers they will work with in the TTESS process, Professional Learning Community (PLC) oversight, walkthrough expectations, and lesson plan feedback.
	Full Implementation	They have created a yearly calendar with weekly Instructional Leadership Team (ILT) meetings, PLC meetings, committee meetings, professional learning opportunities and other activities. The ILT utilizes agendas which are created prior to meetings and maintains minutes documenting discussions. PLC's are lead by ILT members and have standard protocols. Instructional Leadership Team members attended PLC Institute by Solutions Tree in 2019 and attended with lead teachers in Summer 2020. Continuing ongoing professional development is provided through Global PD.
	Prioritized Focus Area from ESF Diagnostic?	
	No	
Full Implementation: Vision		
The Instructional Leadership Team (ILT) will revise and share a comprehensive written list of roles and responsibilities with all faculty members. This will establish clear communication and direction among staff members as to which member of the leadership team would be the best source of information and support, if needed. Regularly scheduled, job-embedded professional learning opportunities will focus on the needs of the members of the leadership team and teachers in leadership roles. The principal will schedule time to model, observe and provide feedback to other members of the ILT. By scheduling learning opportunities for the Assistant Principal, Instructional Coordinator, and teacher leaders (if applicable) to meet with the campus principal to participate in professional development, this will assure consistency in the instructional leadership team. The leadership team will continue to meet weekly as a team as well as lead other grade level Professional Learning Communities (PLCs) and campus committees using set agendas and protocols. Weekly calendars will reflect time for Instructional Leadership Team meetings, observations and feedback of instruction, PLCs, and data meetings. Members of the ILT will have pre-determined written measurable goals established at the beginning of the school year.		
retain a full staff of highly qualified ors.	Current Implementation: Summary	
	Implementation Level At Diagnostic	Reagan has experienced a high turnover rate both with teachers and administrators. In 2020-21, the campus hired 9 new teachers, 3 paraprofessionals, a new Positive Behavior Support Liaison and a new Instructional Coordinator. The current principal is in her third year on the campus which has had 4 principals over the past 10 years. Recruitment strategies occur at the district level. The campus interviewed 37 prospective candidates for their vacancies this year to assure that they found the best possible candidate to align with the campus mission and values. The campus has developed systems to support the volume of new staff hired, including a mentorship program and onsite CHAMPS coaches. With the volume of new staff, it has been a challenge to assure that teacher placements provide content expertise in each grade level and that each grade level has a strong lead teacher. In order to provide professional development, professional learning workshops have been held in September and October. Future workshops have been scheduled for the remainder of the year. The district has contracted with Education Management and Staffing Solution to recruit and assign preferred substitutes.
	Beginning Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	

2.1 Recruit, select, assign, induct and r educate	Full Implementation: Vision	
	Abilene ISD maintains a strong relationship with the 3 local universities. The campus will work with the district to identify opportunities to recruit high-quality candidates from local universities and other sources. The district will assure that candidates are prioritized for high-need campuses. Efforts will occur at the district and campus level to promote and encourage applicants to accept positions at high-need campuses when offered. For any potential vacancies, interviews will be structured to include opportunities for candidates to demonstrate their skills and content knowledge to assure their alignment to the campus vision, mission, values and goals. Teacher placement will be based on student needs and teacher strengths. The campus will implement strategies to recognize the high-performing teachers and provide leadership opportunities and job-embedded professional development to continue their professional growth. As a result, each grade level and content team will have a strong leader with experience and training in adult learning/leadership. The mentorship program will continue on campus with opportunities for mentor/mentee observation and feedback, debriefing conversations, and planning meetings. Engage2learn will also provide additional ongoing coaching for all teachers as well as training for the instructional leadership team in instructional coaching. The district will provide ongoing support and systems to the campus in order to guarantee effective substitutes. The district will routinely evaluate the process used to guarantee effective substitutes are available and assigned to lower performing campuses as needed.	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Current Implementation: Summary	
	Implementation Level At Diagnostic	Reagan developed a new campus mission statement during the Fall 2019 semester. Campus stakeholders (including parents, teacher and student representatives) on the campus Lighthouse Team, Guiding Coalition, and Student Lighthouse team conducted a series of meetings to develop the new mission statement. The mission statement was then shared with the entire faculty who voted to adopt the new mission statement. There are written policies and procedures in place for staff and students. There are also campus wide expectations which are in writing and video form for students. CHAMPS and Leader In Me artifacts are on display to reference the policies and expectations. The campus administers a Panorama survey twice a year for staff, students and parents.
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	
	Full Implementation: Vision	
	The campus mission and vision, which reflect high expectations for staff and students and a shared culture of growth and success for all students, continues to be implemented with staff and students. The campus common areas and classrooms will have artifacts referencing the mission and vision statement. Administrators and teachers will reference the mission and vision statements frequently with students, assuring mutual understanding. Campus practices, routines, and procedures will reflect the shared mission and vision statements. The staff will be involved with reviewing the data from climate surveys (administered twice a year) and determining areas for future refinement. Campus stakeholders (including parent, teacher, and student representatives) will meet annually to make any necessary revisions to the campus mission and vision statement. As Reagan prepares to close at the end of the 2020-2021 school year, the campus leadership team has developed the Reagan Closure Transition Plan to ensure that students have a smooth transition to the reassigned campuses. The transition plan includes activities for students, families and staff.	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Current Implementation: Summary	
	Implementation Level At Diagnostic	The district purchases TEKS Resource System but has developed its own Year At A Glance for each grade/subject. Recently the district implemented a revised math scope and sequence with vertically aligned instructional resources. PLCs have determined the essential standards and analyzed the rigor of the TEKS. Recently the district adopted NWEA MAP to replace the existing district benchmarking system. Currently, the middle of the year administration of the MAP assessment is in process to give teachers their first true growth data for 2020-21. In order to gain more specific data regarding student mastery of the TEKS, Reagan has created formative assessments aligned to the rigor of STAAR in the unit design process. Reagan has purchased supplemental resources to support teachers in their ELA instruction. The campus purchased Heggerty for K-2 phonemic awareness and Foundations by Wilson Language for K-3 Phonics. The Instructional Leadership Team has set up a calendar for intentional planning for grade level PLC meetings and ongoing professional learning workshops to address curricular and instructional needs.
	Planning for Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	
	Full Implementation: Vision	
	Teachers will be provided a scope and sequence aligned to the TEKS including allotted time for assessments and reteaching and review. Grade level PLC meetings will occur on a regular basis to meet specific needs of each grade level team. As part of the Professional Learning Community (PLC) process, teachers will participate in Unit Design to develop and implement common formative assessments aligned to the scope and sequence with questions that match the format and rigor of STAAR (where applicable) to assess student mastery of the TEKS. These STAAR aligned formative assessments will provide data for the PLC to analyze to determine student mastery of the TEKS. MAP testing will occur three times per year followed by dedicated time in PLC meetings to review the data and plan for the use of instructional materials. The campus will assure that teachers are provided with all required instructional resources and materials listed in the district scope and sequence for Math, Science, Social Studies and English Language Arts and Reading. District curriculum staff will provide guidance and support on resource implementation as needed. Instructional materials will be utilized with fidelity in all classrooms, including the resources to support students with specific learning needs. All necessary professional development focused on the curriculum and instructional materials will be provided in a timely manner.	
Lesson plans with	Current Implementation: Summary	
	Implementation Level At Diagnostic	Reagan has created and implemented a template for lesson planning along with procedures and a timeline for submission. The template was recently revised in PLC's. The ILT has also created a system and a feedback form for providing timely feedback to teachers in regards to lesson plans and monitoring implementation through classroom walkthroughs. The campus is working in PLCs to utilize the data from MAP along with other assessment data to plan instruction for whole group, small groups, individual students and intervention groups. Teachers will soon have access to the second set of MAP data to determine growth and the effectiveness of the instruction for the first semester.
	Planning for Implementation	
	Prioritized Focus Area from ESF Diagnostic?	

5.1 Objective-driven daily formative assess	Yes	
	Full Implementation: Vision	
<p>Teachers will utilize the campus developed lesson plan template with fidelity. The template will include a daily objective aligned to the scope and sequence of the TEKS, instructional activities, differentiation, and formative assessment aligned to the daily objective. Detailed lesson plans will be submitted the week prior to instruction in Forethought. The instructional leadership team will review the content of the lesson plans, provide written timely feedback to teachers and monitor the implementation of the lesson plans through walkthroughs. Each member of the ILT will be responsible for providing lesson plan feedback to the teachers that they are assigned for walkthroughs that week. The feedback will be provided with sufficient time for teachers to make any necessary adjustments to their plans prior to the week of instruction.</p>		
5.3 Data-driven instruction.	Current Implementation: Summary	
	Implementation Level At Diagnostic	<p>The Unit Design process includes TEKS analysis of essential standards and the creation of a leveled rubric for each standard. Pre-assessments are developed to determine student prior knowledge and performance level of the standard. Based on pre-assessment data, teachers create differentiated small group lessons and learning activities for student at each performance level. During the Unit Design process, teachers also develop common formative assessments that are administered at the end of the unit. The common formative assessment data drives intervention plans. The MAP Growth assessment is administered three times a year to measure student overall academic growth. MAP Growth assessment data is used to inform instructional and intervention decisions.</p>
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	
Full Implementation: Vision		
<p>The ILT along with lead teachers have attended the PLC institute training and are participating in ongoing professional development. All kindergarten-5th grade teachers will participate in Unit Design Collaborative Planning facilitated by an engage2learn coach and ILT. The campus will utilize an assessment calendar which will include dates for MAP testing and common formative assessments. The calendar and master schedule will include dates/timelines for the instructional leadership team and PLC to meet and review data. Teachers will meet in PLCs to create common formative assessments, analyze student level data, plan reteach opportunities and create instructional action plans targeting students' strengths and areas for growth. Classrooms and hallways will display visible student goal tracking measures. This will allow students to take ownership for their academic progress. The PLC room will also include data walls to monitor student growth on MAP and formative assessments.</p>		

School Action-Reassign

In this section, describe how the selected school action will help the district 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 how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	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.
Reagan will employ a staff of highly-qualified and well-supported teachers. Teachers will receive individualized and personalized instructional coaching to improve their effectiveness and daily practices. Instructional coaching will provide job embedded professional development to support strong instructional leaders. This will assure that campus leaders implement targeted personalized strategies to support and retain staff and provide the Principal regularly scheduled job-embedded professional development opportunities consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	engage2learn Instructional Coaching and Executive Coaching	Reagan will partner with engage2learn to provide all classroom teachers a minimum of 6 onsite instructional coaching visits with feedback from an assigned engage2learn coach. The Instructional Leadership Team will also be provided with professional development in instructional coaching and 6 onsite coaching visits to equip them in long-term efforts to support teachers and develop leadership skills. The coaching visits for teachers and ILT members will be structured around Standards Alignment, Assessment/Formative Feedback, Differentiation/Scaffolding, Small Group Instruction, Goal Setting/Autonomy/Entrepreneurship, Relevance/Authenticity, Critical Analysis/Inquiry Research, and Problem Solving/Creativity and Innovation.	1.1,2.1, 3.1,4.1, 5.1, 5.3
The instructional coordinator will participate in the district's Coaching Academy facilitated by engage2learn. The Coaching Academy will provide best practices for effective instructional coaching. The Instructional Coordinator will receive job-embedded training by shadowing an engage2learn coach, and the engage2learn coach will observe her during coaching sessions.	engage2learn Coaching Academy	The Instructional Coordinator will attend the 3 day Coaching Academy in August 2020 and will have a minimum of 6 coaching sessions to shadow and be observed with a coaching debrief following each session.	1.1, 2.1
All kindergarten-5th grade teachers will Reagan will develop and strengthen the PLC process for ongoing content focused, job-embedded training linked to high-quality curricular resources. PLC training will assist teachers in using a corrective action planning process, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept and create plans to reteach.	engage2learn Unit Design Solution Tree	Unit Design Planning Sessions will take place 10 staff members (lead teachers along with the ILT) will attend the Solution Tree Conference on PLCs at Work. This will provide training and structure to those leading the PLC process. Ongoing, follow up training and support will be provided through Global PD webinars.	4.1, 5.1, 5.3 1.1, 2.1, 4.1, 5.1, 5.3
Reagan will develop campus practices and policies that demonstrate high expectations and shared ownership for student success.	Safe and Civil Schools	A Safe and Civil Schools Foundations Team continues to implement with fidelity processes and systems developed from trainings during the 2018-2019 and 2019-2020 school year. The behavior management and culture systems established from CHAMPS and Foundations training continue to be supported by campus and district CHAMPS coaches.	3.1

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
Develop communication plan for school action implementation	Communication plan should identify specific strategies. For instance, plan should describe planned communication activities that will support board consideration/vote on the school reassignment plan. The communication plan should be a "living" document that is actively updated and modified throughout the grant period.	Reagan Closure Narrative Overview Reagan Strategic Communication Plan January 2020 Board Minutes 2020 TAP Public Comments February 2020 Board Minutes 2020 TAP Board Resolution April 2020 Board Minutes September Board Presentation September 2020 Board Minutes Public Meeting Presentation Reagan Parent Letter October Board Presentation October 1, 2020 Board Minutes October 5, 2020 Board Minutes	12/1/19	ongoing	Abilene ISD has developed an ongoing communication plan to include administrative staff, campus staff, parents and students to assure information is presented in a timely manner. The Reagan Closure Narrative Overview provides a brief explanation of the School Improvement Reassign Process underway for the campus.

Year 1 - Planning Phase 2: Develop - Develop and finalize plans for student reassignment

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
Establish organizational capacity/leadership to manage school action implementation	The district organizational management plan should identify what additional resources and district employees will support school action planning, and the reporting structure within the district leadership team.	Reagan School Action Committee 2013 Facilities Report Reagan Facilities Report 2013 Demographer Engagement Letter Reagan School Action January Report	12/10/19	6/30/20	The district established a School Action Committee to determine the best course of action for Reagan Elementary. The committee consisted of district level and campus level leadership along with a representative for Region 14 ESC. The committee was given data from a variety of sources (facilities reports, demographer reports, performance data, and attendance and enrollment information) to determine the recommendation for School Action - Reassign. While Reagan continues the Effective School Framework process and Turnaround Plan development requirements, the primary reasons for closing Reagan Elementary are the aging facility and declining enrollment.

Establish school selection and enrollment process for student reassignment, including identification of target schools for student placement	District should establish a school assignment/selection and enrollment process for reassigned students that maximize opportunities for students and families to enroll in high-quality, best-fit schools.	Reagan School Action January Report 2013 Facilities Report Facilities Report 2013 Presentation Boundary Updates Reagan February 2013 Board Minutes 2013 Boundary FAQ 2020 Demographer Proposals Reagan September School Action Report November Enrollment Update	12/17/19	9/1/20	Five neighboring campuses were considered as target schools for student placement: Austin, Bonham, Bassetti, Dyess and Lee Elementary Schools. The committee reviewed district efforts from 2013 to increase Reagan student enrollment. A demographer was contracted to develop boundary proposals for the five possible target campuses. Enrollment trends, facility conditions, accountability data, and proposed boundaries were analyzed to identify four target schools for student placement: Austin, Bassetti, Dyess and Lee Elementary Schools.
Develop and implement a strategy for supporting families with decision making support for student enrollment / reassignment.	Strategy should ensure that every family has access to information and case management support to evaluate options and make informed decisions about school reassignment/enrollment.	AISD Transfer Policy PEG List Transfer Information Reagan Parent Letter Public Meeting Presentation Closure Transition Plan	9/10/20	ongoing	Public Meetings provided Reagan parents, parents of the four targeted schools and community members information on proposed boundary changes and opportunities for feedback. Parent questions and feedback centered around transportation eligibility and the ability for student transfers. The district transfer policy will allow reassigned Reagan families the ability to transfer to another elementary campus for reasons allowed in district policy.
Establish plan for use of closed school facility (or process for determining the plan)	District should develop and clearly communicate short- and long-term plans for future use of the closed school facility.		n/a	n/a	Reagan is an aging facility built in 1959 and the district has no current plans for using the campus for instructional purposes.

Year 1 - Planning Phase 3: Approve and finalize plans and goals for student reassignment to new schools

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
Finalize goals for student reassignment process	Reassignment process should include specific goals for evaluating success; including measures to determine number and/or percentage of reassigned students that enroll in higher-performing campuses.	Reagan September School Action Report Reagan Staff Survey Reagan Staff Survey Responses Final October Board Presentation Final Boundary Map Closure Transition Plan (includes monitor plan)	9/1/20	ongoing	The student reassignment process included consulting with a demographer to develop proposed attendance boundaries and data analysis. The goal is for 85% of Reagan students to be reassigned to a higher-performing campus and 15% to be reassigned to the New Instructional Model campus. Another goal is for students to be reassigned to a more recently constructed or renovated campus to provide more equitable instructional opportunities. In the staff reassignment process, the committee determined the importance of ensuring current Reagan staff are reassigned to the same campuses as students in order to provide familiarity in relationships for students and families.
District superintendent and board approves plans and policies for student reassignment process	Board approves reassignment plan and adopts new district enrollment policies (as necessary) to support plan implementation.	Board Workshop September 2020 Board Workshop October 1, 2020 Board Action October 5, 2020	9/1/20	ongoing	The school board approved updated boundaries to reflect Reagan closure during the October 2020 school board meeting. The board will approve TAP School Action Plan in February 2021.

Year 1 - Planning Phase 4: Transition - Support transition planning for students and schools

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
Develop and implement a detailed implementation plan for the reassignment process	Detailed Implementation plan should address a comprehensive set of activities to support the reassignment of students to new campuses, as well as activities to support the smooth transition of the closing facility/campus.	Reagan Staff Survey Responses Spring 2021 Reagan Closure Transition Plan	10/1/20	Ongoing	The Reagan Closure Transition Plan has been developed from the input of Reagan staff, principals of targeted schools and district administration. The plan includes transition activities for staff and students. Students will have the opportunity to visit their newly assigned campus. Families will also have the opportunity to be introduced to the new campus.

Year 2 - Implementation: District implements reassignment with fidelity

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes
Students attend new schools and school is closed			8/1/21		
District implements reassignment implementation plan	Detailed Implementation plan should include activities during the transition school year to ensure all students are served in campus at school district	Reagan Closure Transition Plan (includes monitoring plan)	8/1/21		The Reagan Closure Transition Plan includes procedures for monitoring students academic progress.
Schools attended by students participate in formative school quality review process with third party technical assistance provider organization.	District partners with third party technical assistance provider organization to conduct a formative, on-site school review process aligned to the ESF framework. Review process provides formative feedback on school practices and alignment to new school academic model.	ESF Diagnostic Final Reports	1/1/22	12/1/22	The district will partner with ESC 14 to conduct ESF diagnostic visits to the 3 target campuses which have not had an ESF diagnostic visit (Bassetti, Dyess, Austin). Lee Elementary had an ESF diagnostic visit in January 2020.