

Campus Turnaround Plan

District Name: Livingston ISD	District Number: 187907	Campus Name: Livingston Intermediate	Campus Number: 101	Date of Board Approval:
Principal: Elisha Bell	Superintendent: Dr. Brent Hawkins	DCSI: Janan Moore	PSP: Diana Werner	ESF Facilitator: Diana Werner Sarah Wright

Other stakeholders involved in plan development: *(add rows as needed)*

<u>Name</u>	<u>Role</u>
Deanna Willmann	Assistant Principal
Karen Butler	Teacher - 5th grade

Data Review and Gap Analysis

Performance Trends

The problem statements for 2016-2017 were: 65-85% of the student did not meet grade level in reading and math.

The problem statements for 2017-2018 are: 16/18 student groups did not meet the Academic Achievement target and 55% of 4th gr. reading and 58% of 4th gr. math students did not meet grade level performance. The performance of the students over the last two years is indicative of the lack of rigorous instruction in the classrooms.

Domain 1 Scale Score:	60	Domain 2 Scale Score:	62	Domain 3 Scale Score:	46
<p>Contributing Factors: 65% of students did not meet the STAAR standard in math or reading over a 2 year period.</p> <p>Overall, 10% of students showed mastery on STAAR tests, 30% of all students met standard on the STAAR tests, and 64% of all students scored at the approaching level.</p>		<p>Contributing Factors: Students overall scores improved in the "Approaching" range of STAAR; however, the increase was not enough to meet federal standards.</p> <p>Overall for the campus, 263 students did not make progress towards growth and progress was not applicable for 174 students.</p> <p>65% of all students made growth in math and reading. 64% of all students showed growth in reading and 67% of all students showed growth in math.</p>		<p>Contributing Factors: In 17-18, there were 16 of 18 groups that did not meet the target. The following groups did not meet in the academic achievement area for ELAR: All Students, African American, Hispanic, White, Economically Disadvantaged, Continuously Enrolled, and Non-Continuously Enrolled. The following groups did not meet in the academic achievement area for math: All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, Continuously Enrolled, and Non-Continuously Enrolled. The standard was not met for TELPAS scores.</p>	

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Effective Schools Framework Diagnostic Summary

1. Diagnostic Results	
<u>Foundational Essential Action</u>	<u>Diagnostic Score</u>
1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities	2
2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators	3
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	2
4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence	1
5.1 Objective-driven daily lesson plans with formative assessments	1
<u>Essential Action</u>	<u>Diagnostic Score</u>
5.3 Data Driven Instruction	1

2. Areas of Relative Strength: *What Foundational Essential Actions or other campus practices were identified as relative areas of strength from the diagnostic?*

1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities	The campus Administrators' and Teachers' Manuals provides teachers with administrative assignments, responsibilities, and supervisory roles, etc.	<ul style="list-style-type: none"> - Campus administration will develop a form, complete observations, and provide feedback to member of the team. - Specific meeting times will be schedule and placed on the campus calendar. - The team will record and organize detailed minutes of meetings. - Feedback and training for job-embeddeed adult learning training will be implements. - Performance goals for individuals' job roles and responsibilities will be put in place.
2.1 Recruit, select, assign induct, and retain a full staff of highly qualified educators.	Strategies to retain high performing teachers include morale builders such as positive feedback to the teachers' parents and spouses, handwritten notes/cards to teachers, personalized emails, giving these teachers leadership roles, and public recognitions. Teacher placements are strategic based on student need and teacher strengths. The elementary feeders are placed in pods by campus with teachers identified specifically per strengths.	<ul style="list-style-type: none"> - Campus administration will redesign the recruitment and interview process on the campus to include a list of roles and expectations along with a specific TEKS correlated task for the candidate to design an engaging instructional activity. - Campus adminstration and leadership will work to increase staff morale through high interest and appealing activities to foster relationships and team building. - Campus administration will work with district to assist with the training of campus substitutes and develop a protocol for campus substitutes (i.e. substitute handbook).
3.1 Posiive School Culture	Downey walkthroughs monitor for what level of thinking, what TEKS on grade level being taught, and if it is being taught the way it is being assessed. Completed Visioning activity for school improvement provided by TEA.	<ul style="list-style-type: none"> - The campus will work collectively to create aligned mission, clearly defined goals, and core campus values. The campus administration and leadership team will work to share the vision, mission, goals, and values at campus/team meeting, school events, candidate interviews, etc. In addition, these will be clearly posted and displayed around the campus. - The campus will continue the use of regular climate surveys to asses and measure progress of student and staff experiences, as well as the implementation of a parent survey.

3. Prioritized Focus Areas for Improvement

Root Cause Analysis for Prioritized Focus Areas: For each Prioritized Focus Area identified above, what does the campus intervention team believe contributed to the lack of progress or success in prioritized areas for improvement? What, if any, other Essential Actions from the ESF are related to the root cause? Which barriers related to district commitments that have contributed to the lack of progress or success?

Prioritized Focus Area	Foundational Essential Action	Root Cause(s)
1	4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence	The performance of the students over the last two years is indicative of the lack of rigorous instruction in the classrooms. The scope and sequence, units, and interim assessments were not all aligned to priority and supporting standards for all tested subjects and grade areas. The curriculum was lacking the instructional supports for the teachers.
2	5.1 Objective-driven daily lesson plans with formative assessments	Teachers did not know how to write lesson plans using backward design to include differentiated paths of instruction to a clearly defined goal, formative assessments along with exemplar responses, and how to reteach instructional material in a different format. There has been inconsistent training to use the curriculum in order write objective driven lesson plans. There was a lack of alignment with instruction and instructional resources therefore teachers would seek out instructional activities from a variety of places that were not aligned.
3	5.3 Data driven Instruction	The majority of campus staff lacked targeted training to review disaggregated data in order to effectively monitor progress of all students. Additionally, teachers lacked the knowledge to implement instruction based on the given data.
Optional Additional Focus Area		Teachers were not using PLCs efficiently to plan, analyze data, track trends. Students have not been included in monitoring their own data and tracking individual student goals. Teachers lacked a common planning time for grade level departments.

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Examination of Alternatives

Districts and campus intervention teams should consider all possible turnaround strategies for schools that persistently struggle to deliver improved results for students. The appropriate turnaround strategy for a particular campus will depend upon analysis of school performance data, school performance trends, building utilization or enrollment trends, the success or failure of previous improvement efforts, and the local context. Below is a table describing the possible actions that districts could consider. Districts that select a School Action turnaround strategy can and should consider applying for grant funds from the TEA School Action Fund.

Turnaround Strategy Type	Turnaround Strategy	Description
School Improvement	Improve foundational practices at the campus	<ul style="list-style-type: none"> Use the results of the Effective Schools Framework diagnostic and root cause analysis to improve ESF-related practices at the campus.
School Action	Create a new school	<ul style="list-style-type: none"> Conduct a new school design process, ensuring that the plan for the new school addresses the levers of the ESF. Launch a new district-managed school, with new school leadership, new staff, a new academic model, and a phase-in of grade levels. Ensure that students in the current IR campus(es) are given priority in enrollment in the new school.
School Action	Create a new school, managed as a partnership	<ul style="list-style-type: none"> Identify or develop a non-profit school management organization to partner with the district to develop a new school, ensuring that the levers of the ESF are addressed in the new schools. Launch a new in-district charter school, managed by the partner organization, that includes new school leadership, new staff, a new academic model, and a phase-in of grade levels. Ensure that students in the current IR campus(es) are given priority in enrollment in the new school.
School Action	Replicate a great school	<ul style="list-style-type: none"> Identify an existing high performing district campus. Support the campus leader to develop the capacity to replicate the successful campus. Launch a second campus as an in-district charter school, managed by the originating principal. Ensure that students in the current IR campus(es) are given priority in enrollment in the replicated school.
School Action	Restart a low-performing school, using a strategic staffing model	<ul style="list-style-type: none"> Restart the existing campus with new school leadership and majority of new staff, providing incentives for the highest performing teachers in the district to work on the campus. Implement a rigorous ESF-aligned school model.
School Action	Restart a low-performing school, managed as a partnership	<ul style="list-style-type: none"> Identify or develop a non-profit school management organization to partner to manage the existing campus. Authorize the partner organization as an in-district charter school.
School Action	Redesign a low-performing school	<ul style="list-style-type: none"> Conduct a new school design process, ensuring that the plan for the new school addresses the levers of the ESF. Launch a redesigned district-managed school with the existing campus staff, but with a new academic model.
School Action	Close a low-performing school	<ul style="list-style-type: none"> Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new or replicated campuses.

Districts that select any of the School Action turnaround strategies should contact the TEA Division of System Support and Innovation at dssi@tea.texas.gov for additional information and support. Districts should plan to submit grant applications to the School Action Fund for campuses that meet eligibility criteria for resources to support such actions.

Rationale for the election of a school turnaround strategy

Which school turnaround strategy has the campus intervention team selected? School Improvement

Improve foundational practices at the campus

Describe why the campus intervention team selected this turnaround strategy. Improve foundational practices at the campus to raise student achievement.

We believe that we have the structures in place at the campus and district level to successfully implement the actions needed to improve and sustain gains in students.

If you have selected a School Improvement turnaround Strategy: [continue to Section IV tab.](#)

If you have selected a School Action turnaround strategy: [continue to Section V tab.](#)

Effective Schools Framework-Aligned Turnaround Plan (School Improvement)

Complete the sections below only for the 2-3 Essential Actions that were prioritized in Section II.

Prioritized Focus Area 1

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Lever 4: High-Quality Curriculum

Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?

List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?

4.1 Curriculum is aligned to the TEKS, including a scope and sequence broken into units and interim assessments aligned to state assessments.

1. Purchase and implement TEKS Resource System. 2. Professional development for all staff on how to utilize all components, including the assessment bank (a key missing piece from previous curriculum). 3. Campus leadership will redesign the master schedule to provide teachers a common conference to facilitate PLC time to plan lessons, look at data, design reteach. 4. Campus leadership will attend all PLCs to ensure effective implementation of all curriculum components.

4.1 Curricular resources with key ideas, essential questions, and recommended materials are in place.

1. Purchase and implement TexGuide, iStation Math and Reading, Mentoring Minds, Kamico, Lead4ward, LoneStar Learning, Guided Reading, and Leveled Literacy Intervention. 2. Provide professional development for all staff on how to effectively utilize all of the provided high quality curriculum resources. 3. Campus leadership will utilize PLCs to effectively integrate the resources into daily lesson planning to improve classroom instructional practices. 4. Campus and district leadership will utilize Downey walkthroughs and a redesigned campus walkthrough form to monitor effective implementation of curriculum and aligned resources.

Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.

The purchase of TEKS Resource System will provide the campus with a scope and sequence and assessment bank so that teachers can create unit and interim assessments that are aligned to state standards for all grade levels. 2. The curriculum along with the additional purchased resources provide rigorous instructional supports for the teachers. 3. The change in master schedule to include common PLC time allows teachers the opportunities to work collaboratively to foster ownership in the scope and sequence and all available curriculum resources.

List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.

The District administration will meet with the Principal on campus biweekly to review data, campus concerns and celebrations. Further, the District administrative team will complete biweekly walkthroughs to observe classroom instructional practices. Purchases for the campus are supported through the campus/district budget. The district math and language arts coordinators will attend the PLCs monthly.

Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.

Describe how this other Essential Action relates to and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.

1.2 Focused plan development and regular monitoring of implementation and outcomes

The improvement plan will be in place and monitored on a monthly basis. The timeline, actions, milestones, task owners, and resources needed will be monitored by the campus leaders. The campus leaders will use data and other evidence to track the progress towards the intended outcomes. If progress is not reached, they will meet with a committee of teachers who are committed to the campus progress and determine what needs to be done. Campus leaders will hold the task owners accountable for the execution of the work. Modification will be made to reach the required results.

2.2 Build teacher capacity through observation and feedback cycles

Campus administration will observe teachers on a regular basis and provide feedback to the teachers. The teachers will set goals for improvement based upon the feedback and then will be observed again. The teachers will be observed for the implementation of the curriculum as well as instructional practices.

3.2 Explicit behavioral expectations and management systems for students and staff

3.3 Proactive and responsive student support services	
3.4 Involving families and community	
5.2 Effective classroom routines and instructional strategies	
5.3 Data-driven instruction	
5.4 RTI for students with learning gaps	

List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.

District leadership will: 1. Conduct bimonthly walkthroughs to provided feedback to campus administration. 2. Set goals with campus leadership for improvement in the effective implementation of curriculum and aligned resources. 3. Will ensure additional needed resources will be purchased. 4. Will ensure targeted professional development (whole campus and individual) based on teacher goals will be provided.

Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

The work in this section will also be supported by the partnership with ESC 6 School Improvement Team, specifically coaching using the TEKS Resource System and TexGuide, lesson planning, small group instruction, using data, and visiting high performing schools.

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	\$15,000	PD aligned with campus/teacher goals
Supplies and Materials	36,000	Aligned resources (leveled readers)
Other Operating Costs		
Capital Outlay		

Implementation Plan for Prioritized Focus Area #1 (This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.

Action (s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action (s)	Results for the Action(s)	Next steps (will result in additional action(s))

Prioritized Focus Area 2

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

5.1 Objective-driven daily lesson plans with formative assessments

Which Prioritized Lever does this Foundational Essential Action fall under?

Prioritized Level 5: Effective Instruction	
Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?	List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?
5.1 All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments.	The Campus Administrator will lead teachers to develop lesson plans using backward design, beginning with creating the unit and performance assessments and placing them on the calendar for their unit being taught. The teacher will then place the TEKS for the Unit on the calendar on the day each will be taught. From this point, they will write a 5E lesson plan for each day. Each plan will have a clearly aligned objective for each lesson, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, and multiple, differentiated paths of instruction to a clearly defined curricular goal, formative assessments along with exemplar responses. and how to reteach instructional material in a different format.
5.3 Interim assessments are aligned to state standards at the appropriate level of rigor and given three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.	Teachers will develop corrective instruction that addresses multiple, differentiated paths to a clearly defined curricular goal, reteaching the material in a different format, and utilizing newly purchased resources during weekly PLCs that are facilitated by campus administration. Re teaching will be followed by reassessing the students for success. The new schedule will include a designated block of time to address reteach.
5.3 PLCs engage in frequent group analysis of data in pursuit of root causes.	PLCs will meet weekly to engage in data analysis to identify specific gaps/root causes to develop corrective instruction. Lesson plans will be monitored and reviewed to provide feedback prior to be used for instruction. Students will have individual data folders that track progress towards goals
Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.	
The implementation of the PLCs led by the campus principal will develop the capacity of the teachers to write quality lesson plans using backward design. The teachers will learn to use data analysis to identify specific gaps and, therefore, will be guided to include differentiated paths of instruction to clearly defined goals, and corrective instructional materials in a different format. The teachers will look at the alignment of their instruction to their instructional resources to ensure the students are receiving the appropriate corrective action.	
List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.	
The district will provide funding for needed professional development in the areas of: effective PLC practices, data disaggregation and the development of corrective instruction. In addition, any additional resources that are needed to improve the quality of the instruction will be purchased.	
Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.	Describe how this other Essential Action relates and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.
1.2 Focused plan development and regular monitoring of implementation and outcomes	
2.2 Build teacher capacity through observation and feedback cycles	
3.2 Explicit behavioral expectations and management systems for students and staff	
3.3 Proactive and responsive student support services	

3.4 Involving families and community	
5.2 Effective classroom routines and instructional strategies	
5.3 Data-driven instruction	Teachers will be introduced to a corrective instruction 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. Student progress toward measurable goals (ie., %of class and individuals mastering of objectives, individual fluency progress, grade level mastery of objectives, etc.) will be visible in each classroom and throughout the school to foster student ownership and goal setting through the use of banners in the cafeteria and classroom posters in the classrooms.
5.4 RTI for students with learning gaps	A student tracking system will be implemented by each teacher to monitor the entire class in the area of assessments, grades, teacher referrals, attendance, and student progress. The tracking document is shared with the principal and a team meets to discuss the progress of each student in the classroom on a monthly basis. The students who have significant learning gaps or who lack key basic skills will be provided with timely interventions throughout the year.
List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.	

The district will provide funding for needed professional development in the areas of: effective PLC practices, data disaggregation and the development of corrective instruction. In addition, any additional resources that are needed to improve the quality of the instruction will be purchased. The DCSI will review student tracking folders with the campus leadership on a monthly basis to determine fidelity of implementation.

Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

The campus will utilize specialisits at Region 6 to build the capcity of campus leadership and teachers in the areas of PLC effectiveness, data analysis and corrective instruction.

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	\$10,000	Region 6 specialists
Supplies and Materials	\$5,000	Student notebooks, additional intervention resources (if
Other Operating Costs		
Capital Outlay		

Implementation Plan for Prioritized Focus Area #2 (This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan my not modify the sections above this one until they have received two consecutive acceptable performance ratings.) **ADD ROWS AS NEEDED.**

Action (s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action (s)	Results for the Action(s)	Next steps (will result in additional action(s))

Prioritized Focus Area 3

Which Foundational Essential Action will the campus and district focus on improving in the short term (Year 1)?

Which Prioritized Lever does this Foundational Essential Action fall under?

Which key practices related to this foundational essential action will the campus and district focus on improving in the short term (Year 1)?	List steps the campus will take to implement the key practices reach the desired state of the Foundational Essential Action above?
Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.	
List the district commitments that the district will take to assist the campus in achieving improvement in this Foundational Essential Action.	
Highlight the cells for the other Essential Actions from the ESF that the campus will focus on in the long term (Year 2+) to complement or support this foundational Essential Action.	Describe how this other Essential Action relates and supports the Foundational Essential Action above. Include when and how the campus will address this Essential Action. The implementation plan must align to the narrative provided here. Note that this section cannot be modified until the campus receives two consecutive acceptable ratings.
1.2 Focused plan development and regular monitoring of implementation and outcomes	
2.2 Build teacher capacity through observation and feedback cycles	
3.2 Explicit behavioral expectations and management systems for students and staff	
3.3 Proactive and responsive student support services	
3.4 Involving families and community	
5.2 Effective classroom routines and instructional strategies	
5.3 Data-driven instruction	

5.4 RTI for students with learning gaps	
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List the district commitments that the district will take to assist the campus in achieving improvement in these other Essential Actions above.

Who will support the district and campus in making improvements in this lever or action? Identify partners and their role in supporting the steps described above (e.g. ESCs, TEA-vetted school improvement partners, etc.)

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		

Implementation Plan for Prioritized Focus Area #3 (This section will be completed if the campus is ordered to implement the turnaround plan. It can change throughout implementation, but the activities must align to the narrative sections above. Campuses that are ordered to implement a turnaround plan may not modify the sections above this one until they have received two consecutive acceptable performance ratings.) ADD ROWS AS NEEDED.

Action(s)	Start Date	End Date	Resources Needed	Person(s) Responsible	Goal for the Action (s)	Results for the Action(s)	Next steps (will result in additional action(s))

Optional Additional Focus Area *(only complete this section if the campus will focus on an additional area not captured in the ESF)*

Describe what the campus will focus on and the overall approach to improving in this area.

Describe how the campus will address the root cause(s), identified in Section II, that may hinder improving in this area.

School Action Turnaround Plan

If the campus is completing a grant application for the TEA School Action Fund, the information included in this section must align with the activities included in the grant.

Which School Action will the district/campus take?

If you selected a new school managed by a partner organization or a restart managed by a partner organization, describe how you have or will select and authorize the partner organization.

If you selected a replicated school, explain how and why you selected the originating campus to be replicated.

If you selected a redesign of an existing campus, explain how you selected a redesign partner (organization that will support the redesign of the campus). *Note that if you apply to the School Action Fund, TEA may match you with a school redesign partner.*

How will you ensure that the campus (whether new, replicated, restarted, or redesigned) effectively addresses the levers of the Effective Schools Framework?

List the major milestone, by month, for the activities necessary to plan and execute the school action.

What staffing actions will the campus or district take as a result of the school action?

Student Outcome Tracking: Describe how the campus and district will track student outcomes on the campus throughout implementation of the turnaround plan (including what data will be collected and when). If applicable, how will the district track and improve the outcomes for students that are moved to another campus within the district?

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		