

Transformation Zone Performance Plan: 2018

Components of the Transformation Zone Plan

Per guidance provided with the Transformation Zone Planning Grant and subsequent memorandum sent to your district, the Transformation Zone Performance Plan must include the following components:

Planning Information

- Identify the campuses to be included in the zone. Per the Program Guidelines FAQ, TEA requires that Zones include at least three campuses and at least two of these campuses must be designated as Priority Schools. The third campus could be a Priority or Focus campus. Campuses beyond the first three can be of any identification, though TEA encourages them to be Priority, Focus, or Improvement Required.
- Provide an analysis of those campuses and the needs of the neighborhoods they serve.
- Articulate a set of clear and ambitious goals for student success for students and schools in the zone.

Strategy Alignment, Talent, and Intended School Action Information

- Demonstrate how the Transformation Zone strategy aligns with and accelerates the district's overall strategy.
- Describe a clear strategy to ensure the campuses in the zone have a dedicated and high-quality pipeline of school leaders and teachers.
- Articulate the strategy and specific actions that will be taken to support, improve, or transform campuses in the zone and how those efforts will result in better outcomes for students. To access TZ implementation funding the plan must specify actions to be taken with at least three campuses within SY18-19 and SY19-20 school years

Zone Organization Structure, Systems, and Processes Information

- Determine the governance structure of the zone.
- Identify the ways in which the campuses in the zone will be ensured significant autonomy over people, academic and cultural programs, resources, and time (calendar).
- Articulate the Zone management or support structure, including clear roles and responsibilities of the Zone or Transformation or Innovation team, and reporting relationships between the zone team and other district organizational structures.
- Describe the regular process of evaluating performance and progress of the campuses in the zone, using a school performance framework or similar method, and making necessary adjustments to strategies deployed in the zone.
- Describe how the Zone (Transformation, Innovation, Portfolio or similar) systems and processes can and will be repeatable and sustainable. For example, an annual school performance and portfolio review, or annual school redesign, school creation, or authorizing process.

- Describe how the Zone (Transformation, Innovation, Portfolio or similar) systems and processes could be leveraged across more schools. For example, a school performance framework could be used for a set of zone schools or for all schools in the district.

Community and Communication Information

- Demonstrate an effort to garner community input into the plan.
- Demonstrate a thoughtful communication plan related to the transformation zone and related activities.

Budget and Sustainability Information

- Provide a reasonable budget that articulates and separates district or zone level budget needs from campus level budget needs.
- Provide an explanation of how the plan has been developed to ensure financial sustainability and how the budget ensures continued implementation of zone concepts after the implementation grant period.

This document provides opportunities to demonstrate the above required items. The answers provided by the district will, along with the associated PowerPoint presentation and an analysis of the planning process itself, be evaluated to determine if TEA will provide implementation funding and at what level of funding.

This document, and an associated PowerPoint presentation, are due to the TEA by June 22, 2018. Please submit the materials to DSSI@tea.texas.gov.

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Planning Information

1) Identify the campuses to be included in the zone <u>that will receive a school action or intervention in SY18-19 and/or SY 19-20.</u>				
Name of Campus	CDCN Number	Priority	Focus	IR
Andress High School	071902001	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bowie High School	071902003	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapin High School	071902012	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
College Career Technology Academy	071902020	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bassett Middle School	071902049	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Richardson Middle School	071902055	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hughey Elementary School	071902123	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Milam Elementary School	071902131	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2) Why did the district choose these specific campuses? <i>Please explain in 250 words or less.</i>
<p>With a focus on three priority areas, the El Paso Independent School District (EPISD) conducted a comprehensive needs assessment targeted at identifying gaps in culture, climate and instruction. The intent of the needs assessment was to identify root causes of the lowest performing campuses and determine a potential strategy for improving actions at these campuses to create programmatic alignment with EPISD Strategic Priorities and Board Goals. Based on this assessment, eight eligible priority and focus schools are included in the Transformation Zone (TZ):</p> <p>Bowie High School and Bassett Middle School both have histories of under-performance and several failed attempts at programmatic redesign. Both campuses have similarities in community composition, history and cultural identity, which are sources of great regional pride. However, this identity, at times, limits expectation, prevents objective instructional review and restricts the opportunity for change targeted at improving student performance and outcomes.</p> <p>College and Career Technology Academy (CCTA) has an extensive history as a priority/focus school and is EPISD's dropout recovery school. The school has a high dropout rate coupled with low attendance. Given the nature, function and purpose of this campus CCTA lacks a communal and cultural identity like other more traditional community driven campuses.</p> <p>Hughey, Milam and Logan Elementary, Richardson Middle, Chapin and Andress High Schools lack consistency as priority/focus schools and demonstrate strengths within certain populations and subject areas. Some have racial/ethnic performance gaps, performance gaps for English Language Learners (ELL) and special education populations. Teachers require differentiated professional development to affect these subgroups.</p>

3) Please provide an analysis of the campuses and the needs of the neighborhoods they serve. The analysis should include campus demographic, performance, and related information. The neighborhood analysis should include information related to the availability, or lack thereof, of higher performing campus options. Please explain in 500 words or less.

To guarantee an accurate assessment of the campuses considered for transformation action, EPISD utilized TAPR reports, System Safeguard Reports, Community, School and Gallup surveys to compile the following assessment of school needs.

Bowie HS is a historically low performing campus with poor attendance (92.8% versus district 95.9%). In 2017, Bowie met 0% of 2017 State System Safeguards in reading with a passing percentage rate 34 points lower than the district. Its population is 82% economically disadvantaged and 50.2% ELL's with only 0.7% bilingual teachers. Both special education students and ELL's perform lower than the campus. Additionally, the campus has high principal turnover; in 2017, the vacancy was open for 10 months. Students of the community are able to apply to various competitive high school options across the district, the nearest being Bowie High School's New Tech Program. The next closest high-quality option is four miles away.

Bassett MS is also a historically low performing campus, meeting 0% of State System Safeguards in Math and only 43% in Reading in 2017. It was designated Improvement required in 2017 & 2013, Focus School in 2017, 2016, 2015, 2014 & 2013. ELL and special education groups passing rates are up to 31 percentage points lower in reading and math. Its student population is 88.6% economically disadvantaged, with 22% ELL's; 0% of teachers are bilingual certified. Attendance is above average. In climate surveys, only 50% of students say that they have access to after school activities, compared to 71.8% of district.

Hughey ES passes all System Safeguard measures but has high student retention across grade levels (5.4% in grades 1-4 vs 2.4% for district), causing high at-risk percentage for the school (60%). Its student population is 46% military connected students, 70% economically disadvantaged. Special education group scores 19 percentage points lower than the campus in reading.

CCTA is a historically low performing campus with poor attendance (63%), low graduation (14%) and low performance in reading (38% lower than district). A Priority School in 2015, 16, 17, 18 and Improvement required in 2017, it met 0% of State System Safeguards in reading, 100% of system safeguards in math. Student population is 63% economically disadvantaged, 84% at risk of dropping out. Among staff, the majority of teachers (40%) have 20+ years of experience.

Andress HS met 0% of State System Safeguards in Reading, 43% in Math. Its student population is 61% economically disadvantaged and 71% are at risk of dropping out. Among staff, the majority of teachers have 6-10 years of experience.

Chapin HS, Richardson MS and Milam ES were on the priority /focus list for the first time in 2017. All three campuses are comprised of high economically disadvantaged students, have significantly lower scores for SPED and ELL populations and have moderate at-risk populations. They all met the majority of their system safe guards, and warrant minimal intervention at this time.

4) Please articulate a set of clear and ambitious goals for success of schools and students in the zone. These goals should, at minimum, address school performance and student achievement. Please explain in 250 words or less.

Increasing the number and percentage of students in top-rated schools while reducing the number and percentage of students in low-rated schools is EPISD's ultimate goal for advancing the transformation agenda. Student progress for all TZ schools will be evaluated via a hybrid assessment of local accountability and state standards. The district's School Performance Framework (SPF) will serve as the instrument by which this analysis is evaluated. EPISD is striving for: 1) an increased pre-college completion rate and enrollment in trade, military, 2-year and 4-year college from 76% to 86%; 2) a graduation rate of 90% or greater at all high schools; 3) an increased classroom student engagement from 48% to 60%; and an increase in STAAR and STAAR EOC scores by 3-5 percent annually.

Utilizing the SPF, EPISD Office of Transformation (OOT) will create a teacher effectiveness index to guarantee an increase in student outcomes, allowing learned capacity to be shared district wide guaranteeing improved student outcomes for all EPISD students. EPISD is striving for the following:

- Increased graduation rates by completion of year 4
- Increased participation and performance of special populations, including English Language Learners, Economically Disadvantaged, Special Education, At Risk Students and High Mobility, through appropriate differentiated learning
- Increased performance of teachers evaluated on quality of active learning framework utilization, best practices and differentiated instruction
- District-wide vertical alignment of curriculum and expanded access to new academic offerings

EPISD's Primary focus is to provide families with school choice options that are equitably available in every EPISD neighborhood.

Strategy Alignment, Talent, and Intended School Action Information

<p>1) Does the district have a published strategic plan? If yes, include a link below and provide a high-level summary of the plan. If no, are there any plans to begin the strategic planning process? Please summarize the strategic plan in 150 words or less.</p>	<p>YES</p>	<p><input checked="" type="checkbox"/></p>	<p>NO</p>	<p><input type="checkbox"/></p>
<p>EPISD recognizes that in order for students to be equipped for their lives and futures, they need more than incremental improvements - they need a system that puts learners first. EPISD students need a system that starts with two guiding questions: "What should EPISD students know and be able to do?" and "How can we create a system of schools that will get them there?" In keeping with Lone Star Governance, EPISD and its' EPISD has established four key strategic priorities for student success:</p> <ul style="list-style-type: none"> • Active Learning • Great Community Schools • Community Partnerships • Lead with Character and Ethics <p>EPISD Board of Trustees have determined three fundamental goals for student success:</p> <ul style="list-style-type: none"> • Increase pre-college completion rate and post-secondary enrollment • Increase High School Graduation Rates • Increase student engagement <p>https://www.episd.org/Page/881</p>				

2) How does the Transformation Zone accelerate the district's overall strategy? *Please explain in 250 words or less.*

EPISD has prioritized goals that will create a 5-year student improvement plan, design and implement an accountability system for major district programs and operations, improve employee satisfaction, reduce declining enrollment to less than 1% annually, improve community and stakeholder involvement and finalize a 5-year budget.

EPISD contends with unique variables that create logistical, cultural, geographic and economic conditions that impede progress towards becoming a System of Great Schools. Spanning over 250 square miles, the district is planning local options for each of its' three geographic regions: West, South/Central, and North East. Each region should contain three to four feeder patterns with appropriate options targeted at improving quality seats and improving student outcomes and success rates. EPISD currently offers some options, but they are not equitably available by region.

The proposed Transformation Zone would create a system of evaluation and identification to implement targeted and specific actions to improve the quality of traditionally low performing schools while improving student outcomes. The schools available for inclusion in the TZ represent some of the most geographically isolated areas within EPISD and those in greatest need of improvement. Implementation of a transformation strategy will empower EPISD to initiate a system of improved academic options targeted at student interest, community need and preparation. This implementation will allow EPISD to replicate success and prevent campuses from becoming low-performing schools. This will enable EPISD graduates to enter post-secondary programs better prepared for success becoming the drivers of a twenty-first century work force.

3) Describe how the district will ensure that campuses in the zone have a dedicated and high-quality pipeline of school leaders and teachers. *Please explain in 500 words or less*

EPISD will engage in an annual Call for Great Teachers and Leaders. Selected teachers and leaders will be cultivated for TZ campuses in greatest need. An annual recruitment and identification process for both teachers and campus leaders will take place via an online recommendation process, social media platforms and traditional marketing. Community engagement processes such as district open houses, district leadership meetings and job fairs will be utilized to foster community access to the recruitment and selection processes while allowing candidates and district leaders to connect, in an effort to identify the highest quality candidates for this process.

Those targeted for leadership positions should demonstrate a desire to change the culture of low performing schools. Have the ability to communicate the vision for improving low performing schools to community members and stakeholders. Candidates must be dedicated and creative; critical thinkers with an entrepreneurial approach to changing school culture will be the most desired candidates for school leadership positions. Qualified candidates will be enrolled in the newly established Leadership Design Institute (LDI) or Principal Preparation Program. Through the LDI, candidates will be trained on Small Learning Community (SLC) design processes and the competencies of new school leadership. These competencies include School Design, Instructional Leadership, Personal Leadership, Distributive Leadership, School Culture, Community Engagement, School Operations and Financial Management Training. The LDI will be launched and piloted in the OOT and will eventually grow into a district-wide Principal Preparation Program to provide appropriate training, mentorship and exposure to best practices needed to guarantee improved campus performance for selected candidates wanting to become principals (teachers or assistant principals). These candidates will receive training in staff coaching and resource utilization to build on their entrepreneurial capacities and proven leadership skill sets. Additionally, EPISD will expand its Principal Preparation Program and collaborate with an institution(s) of higher learning to facilitate degree and credentialing requirements for these candidates as needed. All candidates completing the Principal Preparation Program will be placed at the campuses of greatest need and when placed will sign a detailed performance contract listing campus goals, expectations and performance measures.

Similarly, teacher candidates will be placed in an intensive yearlong Teacher Development Institute to build teacher capacity using best practices for instructional model delivery. This teacher pipeline will provide assistance in curriculum, PD and support for appropriate classroom management. An emphasis will be placed on differentiation, social and emotional learning and driving student outcomes. All selected teachers will be placed at campuses of greatest need. Based on the type of campus teachers are assigned, they may be required to sign a performance contract. Candidates for teaching positions must demonstrate a desire to change low performing schools and willingness to work with at-risk and low-performing students. These candidates must be willing to learn and apply new teaching modalities.

Candidates for both teaching and campus leadership positions must have a demonstrated history of consistent and proven success at maintaining or improving student performance. All candidates must possess required state credentials to serve in their designated capacities or be willing to secure those requirements prior to beginning their work in selected campuses.

4) Identify the strategy and specific actions that will be taken to support, improve, or transform campuses in the zone. Explain how these actions will result in better student achievement outcomes for students in the zone. Summarize the actions and supports in 250 words or less and complete the attached XLS file (SchoolActionsandSupport.xls).

Based on the determinations of the SPF, EPISD will employ one of four specific actions to improve campuses:

Redesign:

Campuses selected for this action will undergo a transformation into Small Learning Communities (SLC). The number of SLC's will be determined by community need, campus function and student interest. Each SLC will have a unique leader, academic focus, and defined culture. Campus leaders will be granted autonomy over:

- Hiring teachers and campus staff
- Budget
- Programs, schedule, and time

The school would retain existing County District Campus Number (CDCN) for small learning communities.

Fresh Start:

These campuses are historically low performing schools (Priority or Focus School) whose function may no longer align with district goals and/or priorities. These schools require support for planning and launch of a new school. The new school will offer programming that aligns with District goals and priorities for student outcomes. These schools will receive same school level autonomies as redesign and will receive new CDCN number.

Talent Transformation Model

Campus leaders will use strategic staffing to increase student engagement and provide specialized professional development to build, implement, and sustain high quality programs. This will be accomplished through the implementation of the Active Learning Framework (ALF) and ACE models. The ALF is a collaborative, problem-solving student focused learning model where students are actively engaged in mastering knowledge and skills, while applying them to real world problems. The five teaching protocols that encourage collaboration, time management, analysis, research and conflict resolution will support and compliment the utilization of the ACE Model. The ACE Model focuses on graduation and college readiness through social and academic skill building to improve math and reading proficiency. All teachers will undergo targeted training as well as specialized professional development guaranteeing the successful implementation of the program. Reinforcement offered by the OOT will guide instructional evaluation and support. OOT will determine campus autonomy levels based on need and desired outcome.

In-District Innovation School

All actions will be district authorized.

Zone Organization Structure, Systems, and Processes:

1) What is the governance structure of the zone? For example, it could be managed by district staff or by a non-profit organization. If it will be governed by a non-profit or some similar organization, then describe the arrangement and the relationship between the district and the partner organization.		
District Managed <input checked="" type="checkbox"/>	Managed by Partner Organization w/ District Representation on the Board <input type="checkbox"/>	Managed by Partner Organization w/ and Independent Board <input type="checkbox"/>

2) For each campus in the zone, describe how the campus will be ensured significant autonomy over people, time, budget, and academic programming.			
Name of Campus	Subchapter C Charter Status w/ Independent Board	Subchapter C Charter Status w/out Independent Board	LEA Assurance of Autonomy to TEA
Andress High School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bowie High School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chapin High School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
College Career Technology Academy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bassett Middle School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Richardson Middle School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hughey Elementary School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Milam Elementary School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3) Describe the zone management structure, including a clear description of the number of FTE in the Zone, Transformation, Innovation, or related office and their specific roles and responsibilities. If the positions are filled, please name the team member and describe their background and qualifications. Articulate how these roles will benefit the schools and students in Priority of Focus campuses. Articulate the relationship between the zone management and other LEA departments. *Please explain in 500 words or less.*

EPISD's Transformation zone will be managed by the Office of Transformation (OOT) and will report directly to the superintendent to guarantee programmatic autonomy and ensure SGS alignment. The OOT will have the autonomy to oversee and manage school review and selection, staff and personnel, budget authority, and other related actions that will guarantee the successful management of programmatic implementation. This office will be comprised of six full-time grant funded positions: Executive Director of Transformation, Transformation Secretary, Portfolio Planning Coordinator, Talent Development Director, Talent Facilitator and an Instructional Facilitator. Each position will be responsible for the execution of the SGS vision and strategies.

The Executive Director will supervise and support the OOT staff, SPF, portfolio planning, and matching processes. The Executive Director will develop the district's capacity to launch new schools by utilizing the developed SPF. The SPF will be developed and implemented based on achievement, participation, salary, staffing data and community and stakeholder feedback.

The Portfolio Planning Coordinator will be under the supervision of the Executive Director and will develop and implement the SPF. The SPF will be developed based on achievement, participation, salary and staffing data, community and stakeholder feedback. The Coordinator will collaborate with campus principals to gather additional information for the portfolio. The coordinator and the executive director will collaborate with a System of Great Schools (SGS) executive advisor and an external partner to support the implementation of the SPF. During SPF implementation, the coordinator will be responsible for school identification, tiering, and proposing schools to be managed by the Office of Transformation.

The Transformation Talent Development Director will oversee all talent development for leaders and teachers. The director will supervise and support Small Learning Communities (SLC) leaders and/or new school leaders during pre and post launch of the new/redesign school. He/she will oversee the recruitment, selection, training of the new school leaders and monitor the school quality. The director will collaborate with EPISD Academics and Instruction Division to document and scale effective practices developed/refined in OOT SLC new schools.

The Transformation Talent Development Director will oversee two facilitators: Instructional Facilitator and Talent Facilitator. Both facilitators will identify and support appropriate school-level actions, interventions, and support to affect student achievement. They will supervise and support the group of existing schools being absorbed by the OOT. They will support the development and oversight of turnaround plans and benchmarks. The Instructional Facilitator will develop, implement, and oversee the Active Learning Framework (ALF), a learning structure that bridges various learning programs together to provide support to educators to increase engagement in the classroom. With ALF, the Instructional Facilitator will monitor school quality measures governed by the OOT. The Talent Facilitator will implement and oversee the Accelerating Campus Excellence (ACE) model. Similar to Dallas ISD, the Talent Facilitator will utilize the ACE model to provide effective instruction, additional class time, and social and academic skill building. The Talent Facilitator will ensure that campuses under ACE have effective leaders and teachers.

4) Does the director of the Zone, Transformation, Innovation, or related office report directly to the Superintendent?	
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

5) Describe the regular process for evaluating performance and progress of the campuses in the zone, using a school performance framework or similar approach. Describe how the information from the school performance framework will be used on an annual basis to make necessary adjustments to strategies deployed in the zone or beyond the zone. <i>Please explain in 500 words or less.</i>
<p>EPISD will initiate a SPF. This SPF will drive and direct all future actions and initiatives that increase high-quality options and improve its' lowest performing schools. The SPF will be a 5-tier rating scale that will provide an at-a-glance perspective of how EPISD schools are performing.</p> <p>EPISD will convene district leaders and stakeholders on an annual basis to review the SPF, comprehensive campus attributes, evaluate district resources that support SPF actions, and make recommendations on portfolio decisions. Campus attributes will include enrollment trends, non-district enrollment trends, SPF trends, facility capacity, staffing, and neighborhood population trends and development. The resource review will include staffing abilities, budgetary management and a determination of the efficacy of established actions for improving low performing schools. Portfolio actions will include available options for campuses in the zone and in the district. For example, it will be determined if previous Transformation Zone actions are delivering the intended effects and whether further action needs to be taken for the zone schools, or whether current TZ campuses will exit the zone. All schools in EPISD will be reviewed to determine if schools should be added to the Transformation Zone or if schools require other actions to improve performance. Once recommendations are made, a summary recommendation will be communicated to district leadership along with a retrospective assessment of the SPF portfolio review process and recommendations for the following year. The review process will engage district leaders and stakeholders in multiple review committees and will output draft portfolio decisions.</p> <p>SPF assessments and actions will be shared by the OOT with EPISD academic divisions and will share best practices for improving student performance and outcomes. Specifically, the OOT will facilitate and assist in implementing these strategies on campuses that land in the middle to upper tiers during evaluation, but demonstrate areas of needed improvement for influencing student outcomes and performance. This shared capacity will be utilized to prevent campuses from becoming low performance schools and assist in raising school standards. The desired outcome of this cooperative process will be to guarantee a consistent and systematic approach to evaluating, monitoring and ensuring the highest quality options and practices across all district campuses.</p> <p>This will be a fluid process and will allow for annual evaluations of progress to determine alignment with intended goals, student and campus performance and modifications of actions as needed to guarantee successful outcomes. These modifications may include a change in campus leadership, a determination of increased autonomies or the addition of increased campus supports. Campuses not designated for transformation strategies may submit proposals for transformation or school re-design during the annual Call for Great Schools to replicate or expand on current success. These campuses should score within the top two tiers of the SPF and have a demonstrated record of successful campus management and student performance. Inclusion in this annual Call for Great Schools will be done to improve the number of high-quality options throughout the district and improve upon student outcomes while meeting community need.</p>

6) Describe the core processes that the Zone, Transformation, Innovation, or related office will develop and manage. Describe how these processes will be repeatable and sustainable. Describe how they advance student outcomes. *Please explain in 500 words or less.*

EPISD will develop four (4) core processes that will guide the operational function of the Office of Transformation:

- The implementation of a School Performance Framework
- An annual Call for Great Schools and Leaders
- Establishment of site-based decision making processes
- Determination of campus autonomies

Released annually, the SPF will be a management resource to help schools better understand their strengths and areas requiring improvement. EPISD will use the SPF to support schools if their performance declines and guide decisions about schools that have not shown improvement over time and after dedicated support. The SPF will also provide information for families and the community, ensuring they can easily see how their school is serving students compared to district and State standards. After establishing the SPF, EPISD will create a School Performance Agreement (SPA) that will define an easily understandable process for how EPISD will identify the most persistently low-performing schools in greatest need of targeted support and action. Under the SPA, schools that receive the lowest performance ratings over a determined period will be designated for transformation action.

This annual evaluation will be data driven and will focus on persistently low performing schools that display a lack of student growth and demonstrate a lack of significant improvements in student academic performance. The annual process will include five (5) phases for determination of appropriate action. First, based on data driven indicators outlined in the SPA, schools will be designated as transformation campuses. Second, a determination of the appropriate action will be identified through a Call for Great Schools and Leaders. This determination will include data analysis, community input and district lead evaluation of proposals for school improvement action. Third, a selection of appropriate school leadership, staffing, budgetary authority and determination of school goals will be established. School goals will align with community need and EPISD Board Goals for Student success. Fourth, planning supports will be implemented for newly designed or established schools and appropriate instructional support or interventions for existing schools requiring additional targeted support. Lastly, the implementation or launch of new schools will take place with guided support from the OOT and on-going support for existing campuses that only required specific instructional support or changes in campus management.

Utilizing EPISD's newly established talent pipeline for teachers and leaders, the district will constantly improve the quality of teachers and school leaders in the district. This talent strategy will improve the quality and standard of instruction and campus leadership in low performing schools, improving student success and outcomes. The OOT will report directly to the superintendent and will have the autonomy to oversee necessary actions to improve school performance. Based on the analysis of school performance, student outcomes and student improvement the OOT will make determinations on when to include new or additional campuses in the Transformation Zone and when to release campuses from the zone with determined autonomies. The Superintendent will have the ultimate decision authority over all plans of action.

7) Describe the core processes or systems implemented in the Zone that could be extended to additional campuses in the district. What other concepts and practices could be applied to schools beyond the zone? Please explain in 250 words or less.

The SPF will extend to all campuses in EPISD. Once the SPF is designed and implemented this on-going annual evaluation tool will be utilized to provide an at-a-glance snapshot of how all EPISD campuses are performing and serving the needs of students and the community. A better understanding of how schools are performing will enable EPISD to establish a consistent and strategic approach to addressing student needs and improving campus performance. Additionally, the SPF will provide an opportunity to evaluate and determine trends affecting performance over a period and will allow EPISD to gauge school performance.

Additionally, the annual Call for Great Schools will allow entrepreneurial campus leaders, not in the TZ, an opportunity to develop and implement new school design or approaches targeted at improving campuses who may be performing well over time, but have not demonstrated significant growth or improvement. The design of this process is not only to reinvigorate campuses that perform at mid-tier level, but also to assist in the expansion and availability of increased high-quality school options throughout the district. The submission of these plans must be strategic, demonstrate a capacity to engage and challenge students while improving student outcomes and campus performance. The inclusion and utilization of the teacher and principal pipeline will guarantee that district teachers and campus leaders are provided on-going support and professional development. This pipeline will guarantee that all EPISD teachers and leaders are industry leaders generating high quality outcomes and meeting student and community needs for improved academic performance.

Community and Communication Information**1) Explain how the district engaged key stakeholders, such as the Board of Trustees or civic leaders, and members of the community in the development of the plan? Please explain in 150 words or less.**

During the planning phase, EPISD conducted extensive “Listen and Learn Visits” to witness and experience best practices from industry leaders and experts in education reform. Board members, EPISD leadership team, support personnel, and redesign partners participated in visits. During these visits, all members discussed what options and practices seemed appropriate for implementation in EPISD and discussed potential impacts on students and communities. EPISD conducted several community engagement nights to explain and discuss what the Transformation Zone planning process was and to share information on what the steps for securing implementation would include. EPISD committed to community members and stakeholders that on-going community feedback and inclusion would be a component of future implementation processes. Board members regularly updated on progress. EPISD met regularly with its design partner to discuss strategy and gain understanding of how to approach implementation.

2) Describe the LEAs communication plan related to the zone or related activities. Share how the LEA does or intends to describe the zone strategy and actions to families and the broader community. If a communication plan does not exist, describe the date by which one will be developed. *Please explain in 150 words or less.*

OOT and EPISD Community Engagement will manage the communication plan. The multifaceted communication plan will include print, digital, and social media platforms in English and Spanish. Information shared about zone strategy and actions will be at two levels: district-level and campus-level.

At district-level, OOT will share: a) purpose of the Transformation Zone, b) selection of schools based on SPF, c) actions offered, d) Call for Teachers and Leaders, e) provide programmatic progress on selected campuses, and f) delivered outcomes. At campus-level during pre-launch, OOT will meet with campus administration, faculty and staff to share and prepare information of the intended action strategy, the campus' roles and responsibilities, intended student outcomes and SPF utilization. During implementation, each campus will host community meetings and share the purpose of the Transformation Zone, options available to the students, provide programmatic progress, and student outcomes/goals. The goal is to educate families on new academic offerings.

3) Can the district demonstrate local support from philanthropic organizations for implementing the offices, systems, processes, talent, or school actions articulated in this plan? If so, please describe. *Please explain in 150 words or less.*

In 2017 EPISD created a community schools program designed to connect the district's schools in greatest need with area non-profit organizations, community-based service providers and civic leaders to provide support in assisting students' and family's access to resources that facilitate improved academic engagement. The success of this program has created several working partnerships that support non-traditional service provisions for EPISD's students in greatest need of support. This success, coupled with the establishment of EPISD's Fund and Partner Stewardship Department, has introduced new and non-traditional working partnerships between EPISD and area non-profit and community-based organizations. Additionally, the foundational efforts of the Superintendent's Office has engaged community stakeholders, service providers, business leaders and non-profits in an active role in school transformation and inclusion in the transformation undertakings at EPISD. Over the past five years, EPISD has invited several organizations to have an active role in EPISD's transformative efforts and processes.

The division of expenses across the district and campuses, particularly in the professional and contracted services section, is an inexact science. For example, a new school design consultant service could be expensed at the district level or at the campuses they support. For this document we would recommend you default to budgeting for such items at the campus level.

1) Describe how the plan has been developed to ensure financial sustainability and how the budget ensures continued implementation of the zone offices, processes, and concepts once the grant ends. *Please explain in 250 words or less.*

EPISD is prepared for the considerable undertaking that will result in the implementation of the Transformation Zone strategy. To ensure success, EPISD intends to collaborate with industry leaders who have proven success in implementing evidence-based strategies, practices and processes that will improve campus performance, student outcomes, and student engagement and improve instructional methodologies. To this end, EPISD has established a program budget that will create the appropriate staff positions in the OOT to execute the mission of this process. To guarantee that these selected individuals have sustained capacity, EPISD intends to contract design and implementation partners for two years. During that two-year initiation period, OOT members will collaborate with our design partners and become industry experts on the implementation, execution and management of transformation strategies. EPISD intends to apply for continuation funding following year two to assist in scaling the sustainability cost at the district level to guarantee continued programmatic success and operability.

Further, EPISD's Fund and Partner Stewardship Department (FAPS) will collaborate regularly with the OOT to identify funding gaps and need. An annual needs assessment will be conducted to determine the areas of greatest need and support. Based on an annual needs assessment, FAPS will identify funding opportunities and revenue streams that align with the targeted needs and goals of the OOT. FAPS will collaborate with foundations, State, Local and National Funding agencies, community organizations and private donors to solicit and secure revenue and resources to guarantee the financial stability of EPISD's transformation efforts.

Transformation Zone Performance Plan - Application

Superintendent

Date

TZ Performance Plan Primary Contact

Date

TZ Performance Plan Secondary Contact

Date