

Practice 1.1

Prioritize improvement & communicate urgency

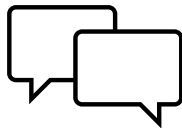


Question 1.1.60 Desired Future State:

The Leadership Team works collaboratively with school administration to engage in decision-making processes and effectively communicates to the staff the Team's functions and decisions

Setting a clear vision for teaching and learning

Reflection Questions for Consideration



- How are school leaders supporting stakeholders feeling welcomed, respected, supported, and valued as they surface ideas that may conflict with historical or current practices?
- What opportunities exist to broaden the representation of voices at the table?
- What student outcome data is monitored throughout the school year to track progress on school improvement goals?

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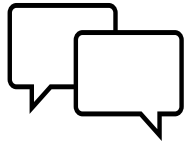
Practice 1.2
Monitor Short- and Long-term Goals



Question 1.2.20 Desired Future State:
Data from formative assessments of student learning are routinely used to set goals and evaluate progress

Using student data to inform goals

Reflection Questions for Consideration



- What are your school turnaround goals?
- How is progress on data-referenced goals monitored, tracked, and communicated?
- What are high-priority, short-term goals for targeted “early wins” to use as proof points of success?



Practice 1.3

Customize and target support to meet needs

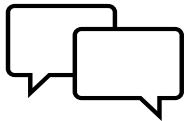


Question 1.3.60 Desired Future State:

It is a priority of our school to communicate across the school regarding the implementation of initiatives, to consolidate resources, and to align the goals of the initiatives

Alignment of School Initiatives

Reflection Questions for Consideration



- Who is accountable for analyzing and reporting the results of the interim assessments?
- To what extent does professional development focus on special populations monitoring for effectiveness and results?
- How do the school leaders develop similar goals for all students including for English language learners and special education students? How is this communicated to all stakeholders?

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Practice 2.1

Recruit, develop, retain, and sustain talent

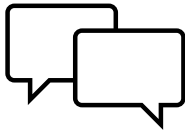


Question 2.1.70 Desired Future State:

Teacher leaders are selected and developed based on the school's primary needs and the teachers' fit to support school initiatives

Developing teacher leadership

Reflection Questions for Consideration



- Is the climate and culture at the school supportive and nurturing for new teachers?
- Are teacher-leaders aware of school-based initiatives? How is this awareness made visible to stakeholders?
- How important is staff satisfaction? How is this data collected?



Practice 2.2

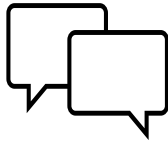
Target professional learning opportunities



Question 2.2.10 Desired Future State:
School-based professional learning allows teachers to reflect and make significant improvements to their teaching practices

Impact of school-based professional learning

Reflection Questions for Consideration



- Are data and evidence used for ongoing professional development?
- Who is responsible for providing and leading the professional learning opportunities and experiences for turnaround leadership and staff?
How are leaders ensuring that professional learning is rapid, responsive, and customized?
- How are high-performing teachers leveraged to expand their positive influence outside their classrooms?



Practice 2.3

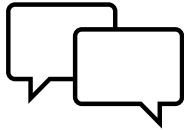
Set clear performance expectations



Question 2.3.30b Desired Future State:
Formative feedback to teachers includes specific, critical examples from teaching practices, and provides meaningful suggestions on how to improve

Formative Feedback for teachers

Reflection Questions for Consideration



- How often do classroom visits to each class occur?
- How often do teachers receive formative feedback?
- What types of support do teachers receive to improve learning?



Practice 3.1

Diagnose and respond to student learning needs

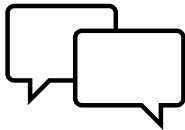


Question 3.1.62 Desired Future State:

School leaders provide a great deal of support to PLCs to help teachers identify root causes for poor student performance

Providing guidance to PLCs about purpose and structure

Reflection Questions for Consideration



- How do teachers diagnose each student's learning needs? What tools, systems, and structures need to be established?
- Is sufficient planning time given for special education and general education teachers to work together?
- Do classroom teachers take ownership of the learning of all students?



Practice 3.2

Provide rigorous evidence-based instruction

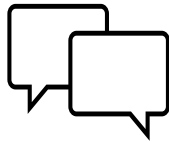


Question 3.2.50 Desired Future State:

There is cognitive and content alignment among all three key areas for instruction: standards, curriculum, and assessment - Cognitive alignment is defined as having consistent levels of intellectual rigor across areas. Content alignment is defined as having consistent subject matter across areas.

Alignment among standards, curricula, and assessments

Reflection Questions for Consideration



- Who creates the aligned curriculum? District teams? School teams? Individual teachers?
- What systems are in place allowing students to move towards mastery of skills or standards, and ultimately, towards ownership of their learning?
- Are high-level questions planned prior to lesson delivery? What systems are in place to support this?



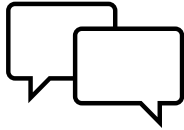
Practice 3.3
Remove barriers and provide opportunities



Question 3.3.30 Desired Future State:
Programs that offer targeted intervention periods during the school day for struggling students are developed, actively used and shown to improve student learning

Programs that offer targeted interventions

Reflection Questions for Consideration



- How have you assessed families' and students' perspectives to understand their attendance challenges?
- Is data collected and analyzed to determine if there are issues of equity and access?
- What interventions are used to help students who are falling behind?



Practice 4.1

Build a culture focused on student learning & effort

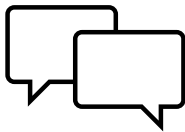


Question 4.1.20 Desired Future State:

Teachers and staff generally work with school leaders to make significant changes

Teacher and staff support for change

Reflection Questions for Consideration



- Do teachers and school leaders have structured time together to discuss the needs of the school?
- How are major decisions around instructional changes developed? Whose input is included?
- Is there a system to elicit feedback once an initiative is in place and throughout the process?



Practice 4.2

Solicit and act upon stakeholder input

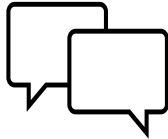


Question 4.2.20 Desired Future State:

We have a range of communication systems, co-created by teachers and leaders with consistent feedback loops, to give staff the information to follow through on responsibilities

Quality of communication systems for staff

Reflection Questions for Consideration



- Are efforts made to ensure there are consistent feedback loops?
- Are the communication systems currently used in schools co-created by teachers and leadership staff?
- Do the communication systems result in the desired impact and connections between staff and leadership?

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Practice 4.3

Engage students and families in pursuing education goals

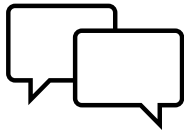


Question 4.3.30 Desired Future State:

There is sufficient time, and parents and teachers have meaningful discussions to develop strategies to help students progress

Student Learning Goals

Reflection Questions for Consideration



- How are you sharing assessment results and explanations with families?
- How are you assisting families in educational planning?
- How are school leaders scheduling and planning meetings for families to respect them as individuals and value their time?



