CONNECT

An opportunity to revisit and monitor school-based goals and strategies.

Systemic Turnaround and Improvement Efforts

4 DOMAINS FOR Rapid School Improvement

Turnaround Leadership
Prioritize improvements and communicate urgency

Monitor short- and long-term goals

Customize and target support to meet needs

Talent Development
Recruit, develop, retain, and sustain talent

Target professional learning opportunites

Set clear performance expectations

Instructional Transformation
Diagnose and respond to student learning needs

Provide rigorous evidence-based instruction

Remove barriers and provide opportunities

Culture Shift
Build a culture focused on student learning and effort

Solicit and act upon stakeholder input

Engage students and families

ACTIVITY

School-based goals can be supported by using Four Domains CALL data as a lever for improvement—using strengths identified by CALL, revisiting areas for improvement, or incorporating the Four Domains adaptive strategies.

ITEM DEBRIEF PROTOCOL

Step A

Decide on an item. Read it and discuss any terms that need clarification.

Step B

Agree on which response most accurately describes the current state.

Step C

Decide which level of practice represents a reasonable future state for this item.

Step D

Surface and resolve tensions by contemplating threats to the attainment of the desired future state.

Step E

Brainstorm and agree on steps to achieve the desired future state:

- By leveraging existing strengths
- By considering strategies and suggestions
- By contemplating reflection questions
- By reviewing notes from and ideas from colleagues

Goal

Existing approach or action

Starred items that may be helpful

Item number and title
(e.g., 4.1.20 Teacher support for change)

Current state—define current state and discuss the connection to the strategy
(e.g., Teachers and staff are generally indifferent to significant changes)

Reasonable future state—identify a reasonable future state and how moving this item to its future state can help support the technical strategy
(e.g., Teachers and staff generally work with school leaders to make significant changes)

Threats
(e.g., A leadership team or similar does not currently exist to formally collaborate on significant changes)

Steps to desired future state
(e.g., 1. Create a leadership team; 2. Design agendas with adequate time to discuss significant changes; 3. Use faculty meetings to publicly share how decisions were made jointly)

District support needed
(e.g., Professional learning support for teachers, data collection support)

REFLECTION QUESTIONS

How might aligning your goal, strategies, and actions contribute to positive change or movement toward your desired outcome?