

Campus Turnaround Plan Initial Review Checkpoints

BASIC INFORMATION	Y/N	NOTES
<p>At the time of the initial submission, this table includes the following information:</p> <ol style="list-style-type: none"> 1) Anticipated* board approval date; 2) District name and number; 3) Campus name and number; 4) Grade levels served during 2015-2016; 5) School years the campus was rated IR; and 6) Members of the plan development team, which at a minimum includes: <ol style="list-style-type: none"> a. DCSI, b. PSP, c. Principal, and d. CLT members. <p><i>*Date of actual board approval will be added at time of approval and plan is resubmitted to the agency.</i></p>		

TURNAROUND PLAN ATTESTATION STATEMENTS	Y/N	NOTES
<p>At the time of the initial submission, the following are complete:</p> <ol style="list-style-type: none"> 1. First two* attestation statements are checked, and 2. District has submitted either <ol style="list-style-type: none"> a) Written feedback from stakeholders, or b) A statement or documentation of the opportunity stakeholders had to review the plan and provide written feedback. <p><i>*The third attestation statement is checked upon receipt of board approval.</i></p>		

HISTORICAL NARRATIVE (OPTIONAL)	NOTES
<p>If the campus chooses to complete this section, focus on providing information and/or data that provides context for the systemic root cause and turnaround initiative.</p>	

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<u>SYSTEMIC ROOT CAUSE(S)</u>	Y/N	NOTES
<p>There is evidence that the systemic root cause:</p> <ol style="list-style-type: none"> 1) Includes persistent and pervasive conditions; 2) Affects multiple levels of a campus, such as multiple <ol style="list-style-type: none"> a. Grades, b. Subjects, c. Student groups, and d. Staff members; and 3) Identifies the primary factors leading to low performance. 		

<u>TURNAROUND INITIATIVE</u> (repeat process for multiple initiatives)	Y/N	NOTES
<p>There is evidence that the turnaround initiative:</p> <ol style="list-style-type: none"> 1) Comprehensively addresses the systemic root cause; 2) Addresses most CSFs; 3) Impacts most staff, grades, and students; 4) Fundamentally changes a campus culture; and 5) Creates a 2nd order change. 		

OUTCOME	Y/N	NOTES
<p>The outcome should demonstrate how the turnaround initiative will resolve the issues identified in the systemic root cause.</p>		

<u>SUPPORT SYSTEMS</u> (repeat process for multiple systems)	Y/N	NOTES
<p><u>Processes/Procedures</u></p> <p>Processes and procedures needed to implement the turnaround initiative may be included in this section as well as embedded in other support systems in the plan. Campus teams should work to ensure that processes and procedures:</p> <ol style="list-style-type: none"> 1) Connect directly to the school’s turnaround initiative; 2) Identify the changes needed to streamline and improve the results of current policies and procedures; 3) Ensure availability and skillful use of resources; 4) Guarantee accountability for those implementing the processes/procedures; and 5) Provide evidence of understanding of continuous improvement. 		

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<p><u>Communications</u></p> <p>Campus teams should work to ensure that campus communications structures:</p> <ol style="list-style-type: none"> 1) Connect directly to the turnaround initiative; 2) Identify changes to current campus communications structures; 3) Include a clear vision for where the campus will be in two years; 4) Identify internal and external stakeholders; 5) Establish two-way communication with each stakeholder group; and 6) Establish on-going communication with each stakeholder group that will continue throughout the implementation of the plan. 		
<p><u>Organizational Structure</u></p> <p>Campus teams should ensure that the organizational structure:</p> <ol style="list-style-type: none"> 1) Connects directly to the turnaround initiative; 2) Identifies changes to the current organizational structure at the campus and/or district level; 3) Eliminates barriers to improvement, including the district support needed to do so; 4) Ensures the district support needed to empower the staff to effectively implement the plan through <ol style="list-style-type: none"> a. On-going monitoring and support to campus leadership, and b. Ensuring needed resources have been targeted to the campus; and 5) Redefines staff roles and responsibilities as necessary to implement the turnaround initiative. 		
<p><u>Capacity and Resources</u></p> <p>Campus teams should ensure that the staffing description:</p> <ol style="list-style-type: none"> 1) Describes additional, reallocated, or reassigned capacity and resources that will directly support the turnaround initiative; 2) Provides an outline of the personnel positions responsible for critical implementation elements of the initiative and an overview of the position's responsibilities for the initiative; 3) Describes how the district will support these positions to build capacity; 4) Demonstrates the ability to strategically utilize internal and external human capital and necessary resources; and 5) Contains funding information in the budget table specific to the implementation of the turnaround initiative, including: <ol style="list-style-type: none"> a) Overall amount needed to implement the 		

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<p>initiative;</p> <ul style="list-style-type: none"> b) Required supplemental costs (ex. stipends); c) Payroll: include any new or reassigned staff; d) Professional Development: include professional development and how it will build capacity; e) Supplies and Materials: any technology (under \$5,000), instructional materials, or supply costs; f) Other Operating Costs: expenses such as travel, conference attendance for students or staff, and printing costs; and g) Capital Outlay: any new equipment, furniture, or technology (over \$5,000). 		
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Additional Notes: