Turnaround Implementation Planning Check In

The purpose of this document is to determine if the implementation plan captures the systemic change described in the full turnaround plan.

Section 1: Critical Success Factors

Instructions: Use this section to compare the scope of your turnaround plan and your implementation plan.

1. In your original turnaround plan, which CSFs were impacted by the turnaround initiative? (Check all that apply)

☐CSF 1: Academic performance

☐CSF 2: Increase the use of quality data to drive instruction

☐CSF 3: Increase leadership effectiveness

☐CSF 4: Increase learning time

☐CSF 5: Increase family and community engagement

☐CSF 6: Improve school climate

☐CSF 7: Increase teacher quality

2. What CSFs are impacted by each initiative component from your implementation plan?

Initiative component	Applicable CSFs (check all that apply)
	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7
	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7
	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7
	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7
	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7
	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7

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	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7
	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7
	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7

✓ Are there any CSFs that are checked in 1 that are not checked in 2?   YES   NO

   If YES, how will you incorporate that CSF into your plan implementation?

✓ Are there any CSFs that are checked in 2 that are not checked in 1?   YES   NO

   If YES, how will you ensure that your implementation plan is focused on your planned initiative?

Section 2: Support Systems

Instructions: The discussion questions below will help the planning team determine if the systemic change of the turnaround plan is captured in the implementation plan.

Processes and Procedures

Alignment
- ✓ Are all initiative components aligned to the turnaround initiative?
- ✓ Are all initiative components aligned to the systemic root cause?
- ✓ Are all initiative components aligned to the campus vision?

If the answer to any of the above is NO:

- ✓ What needs to be added to the implementation plan to ensure alignment?
- ✓ What can be removed from the implementation plan to ensure that you are focused on the planned initiative?

Efficiency and Effectiveness
- ✓ Does the implementation plan create pressure to ensure successful teaching and learning? Where is there evidence of that in the plan?
- ✓ Does the implementation plan provide support for increasing successful teaching and learning? Where is there evidence of that in the plan?

If you cannot find evidence of efficiency and effectiveness in the implementation plan:

- ✓ Who is responsible for creating a sense of urgency? How are those people held accountable for creating urgency?
- ✓ Who is responsible for providing the necessary support for implementation? How are those people held accountable? How do people communicate their need for support to those responsible parties?

Continuous Improvement
- ✓ How will implementation be monitored? Where is that evident in the implementation plan?
- ✓ How will you ensure that monitoring data will result in the evaluation and adjustment of implementation activities? Where is that evident in the implementation plan?

If you cannot find evidence of monitoring and evaluation in the implementation plan:

- ✓ Where can you include these activities in the plan to ensure that monitoring and evaluation occurs?

Communication

Clear and Focused Vision
- ✓ Are your goals focused on student achievement?
- ✓ Do the initiative components clearly articulate the path the campus will take to get to an improved state?

Ongoing Communication with Key Stakeholders
- ✓ For each component, is there evidence in the implementation plan how the work to be done will be communicated with those responsible for the work?
  - ✓ If not, how will you ensure this communication occurs?
- ✓ Is there evidence in the implementation plan of a process for communication between campus and district leadership?
  - ✓ If not, how will you ensure this communication occurs?

✓ Is there evidence in the implementation plan of the opportunity for multiple stakeholders—including teachers, parents, and students—to get information on the success of implementation and provide feedback on implementation?
  ✓ If not, how will you ensure this communication occurs?

Organizational Structure

Redefine Roles
✓ Do the initiative components and quarterly goals allow for monitoring of new roles and responsibilities?
✓ Is there evidence in the implementation plan of district level responsibility for the success of implementation and improvement in student performance?
  ✓ If not, how can district leadership be included in the plan?

Eliminate Barriers and Empower Staff
✓ Which initiative components require the district to allow the campus operational flexibility?
  ✓ How and when will the campus and district communicate about this flexibility?
✓ Does the implementation plan give campus staff the necessary authority to make mid-course corrections?

Capacity and Resources

Campus and District Support
✓ Does the plan clearly identify who is responsible for overseeing implementation of each component and how that person or people will collect data and measure implementation?
✓ Do the initiative components ensure that internal capacity is being built on the campus?

Budget
✓ Is there evidence in the plan that all items and positions that were budgeted for are being used?
✓ Does the implementation plan measure the success of these budget items on creating improved student outcomes?