The information contained in these checkpoints is drawn from the [Three Step Process](http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539612675) guidance document and the [Support Systems](http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539612674) guidance document.

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| **BASIC INFORMATION** | **NOTES** |
| The table includes the following information:   1. Board approval date; 2. District name and number; 3. Campus name and number; 4. Grade levels served during 2016-2017; 5. School years the campus was rated IR; and 6. Members of the plan development team, which at a minimum includes:    1. DCSI,    2. PSP,    3. Principal, and    4. CLT members. |  |

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| **TURNAROUND PLAN**  **ATTESTATION STATEMENTS** | **NOTES** |
| 1. All attestation statements are checked, and 2. District has submitted either 3. Written feedback from stakeholders, or 4. A statement or documentation of the opportunity stakeholders had to review the plan and provide written feedback. |  |
| **HISTORICAL NARRATIVE (OPTIONAL)** | **NOTES** |
| 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. |  |
| [**SYSTEMIC ROOT CAUSE(S)**](http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769825037&libID=25769825134) | **NOTES** |
| There is evidence that the systemic root cause:   1. Includes persistent and pervasive conditions; 2. Affects multiple levels of a campus, such as multiple    1. Grades,    2. Subjects,    3. Student groups, and    4. Staff members; and 3. Identifies the primary factors leading to low performance. |  |

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| [**TURNAROUND INITIATIVE**](http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769825037&libID=25769825134)  **(repeat process for multiple initiatives)** | **NOTES** |
| The turnaround initiative:   1. Will create 2nd order change: a fundamental shift in in campus systems and mindsets 2. Addresses the systemic root cause of low performance and most CSFs 3. Impacts most staff, grade levels, content areas, and students 4. Goes beyond the scope of previous improvement efforts 5. Is grounded in research   The turnaround initiative does not:  1) list multiple, specific actions or first order changes (small steps that fine tune a system but  do not significantly alter it)  2) Target student outcomes for isolated content areas, grade levels, or student groups  3) Focus only on professional development  4) Replicate previous unsuccessful improvement efforts  5) Rely on only certain individuals or leaders to implement |  |
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| **OUTCOME** | **NOTES** |
| The outcome should demonstrate how the turnaround initiative will resolve the issues identified in the systemic root cause. |  |

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| **SUPPORT SYSTEMS**  **(repeat process for multiple systems)** | **NOTES** |
| [Processes/Procedures](http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539612674)  Clearly align to the turnaround initiative   1. Demonstrate what **new** practices will be put in place on the campus and, if necessary, within the district 2. Outline the actions the campus will take to successfully implement the turnaround initiative 3. Guarantee accountability for those implementing the processes/procedures |  |
| [**Communications**](http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539612674)   1. Connect directly to the turnaround initiative 2. Identify changes to current campus communications structures 3. Include a campus vision 4. Identify internal and external stakeholders 5. Demonstrate evidence of ongoing, two-way communication |  |
| [Organizational Structure](http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539612674)   1. Connects directly to the turnaround initiative 2. Identifies changes to the current organizational structure at the campus and/or district level; 3. Demonstrates district commitment to empowering campus staff through:    1. on-going monitoring    2. support to campus leadership    3. ensuring targeted resources 4. Focuses district support in eliminating barriers (including demonstrating district and board understanding of the campus’ needs) 5. Redefines staff roles and responsibilities as necessary to implement the turnaround initiative |  |
| [**Capacity and Resources**](http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539612674)   1. Connects directly to 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. Contains funding information in the budget table specific to the implementation of the turnaround initiative, including: 4. Overall amount needed to implement the initiative; 5. Required supplemental costs (ex. stipends); 6. Payroll: include any new or reassigned staff; 7. Professional Development: include professional development and how it will build capacity; 8. Supplies and Materials: any technology (under $5,000), instructional materials, or supply costs; 9. Other Operating Costs: expenses such as travel, conference attendance for students or staff, and printing costs; and 10. Capital Outlay: any new equipment, furniture, or technology (over $5,000). |  |

Additional Notes: