

Turnaround Planning Checkpoint Document

Purpose: Use the following document to ensure your [turnaround plan template](#) is complete. This checklist is based on the [Turnaround Planning Guidance document](#) for 2017-18.

<u>Plan element</u>	<u>Checkpoint</u>	<u>If no... (Suggested Next Steps)</u>
District Name	Is this section complete? Y/N	Complete
Campus Name	Is this section complete? Y/N	Complete
County-District-Campus Number	Is this section complete? Y/N	Complete
Grades Served	Is this section complete? Y/N	Complete
Stakeholders	Does this section include the following required members of the Campus Intervention Team (CIT): Y/N <ul style="list-style-type: none"> The PSP and The DCSI? 	Add PSP and DCSI names. <ul style="list-style-type: none"> The CIT is required to assist the campus in developing the plan. If this did not occur, please contact your TEA consultant.
	Does this section include a variety of types of stakeholders (parents, teachers, community members, etc.)? Y/N	Did the campus/district take steps to include stakeholders? <ul style="list-style-type: none"> Make sure you maintain documentation of those efforts throughout the implementation of turnaround plan.
Campus Administrative Team	Is this section complete? Y/N (Note that this is the team referenced in board resolution.)	Complete
Historical Narrative	Is this section complete? Y/N	Complete
	Does the narrative provide context that would allow someone with limited knowledge of the campus to understand the challenges faced by the campus? Y/N	Consider using the problem statements identified during the data analysis to frame the narrative. <ul style="list-style-type: none"> How have those data points changed over time?
Campus Vision	Is this section complete? Y/N	Complete
	Is the vision a detailed “picture” of the ideal campus that will create urgency and focus in implementing the plan? Y/N	Consider how the vision drives your campus’ turnaround work. <ul style="list-style-type: none"> A vision statement describes the organization as it would appear in a future successful state.

Systemic Root Cause(s)	Are these statements the result of careful analysis involving multiple stakeholders? Y/N	<p>Did the team solicit input on the development of the plan from stakeholders (per TEC 39.107(a-2)(2) within 60 days of receiving an IR2 rating? Y/N</p> <ul style="list-style-type: none"> • If yes, maintain documentation locally throughout implementation of turnaround plan. • If no, contact your TEA consultant for next steps. <p>Did the team engage in systemic root cause analysis? Y/N</p> <ul style="list-style-type: none"> • If no, contact your ESC or TEA consultant to receive the training. Conduct the systemic root cause analysis and then write your turnaround plan. • If yes, were a variety of stakeholders (including parents and community members) invited to participate? Y/N <ul style="list-style-type: none"> ○ If they were invited but didn't attend, what factors might be preventing family and community engagement at the campus? Is this being addressed on the campus? ○ If they were not invited, what actions can you take now to include stakeholders' perspectives in the plan?
	Does the systemic root cause affect most levels of the campus (grade levels, subjects, critical success factors, students, and staff)? Y/N	Review the systemic root cause analysis process and results to ensure you brainstormed potential causes related to all critical success factors and that a variety of stakeholders were included.
Turnaround Strategy	Does the strategy resolve the systemic root cause(s)? Y/N	<p>Try putting all three elements (systemic root cause, turnaround strategy, and outcome) in a single narrative, like this: The campus has failed to meet standard because <systemic root cause(s)>, so we will <strategy> so that <vision>.</p> <ul style="list-style-type: none"> • If this narrative doesn't make sense, how can you adjust the strategy to meet the campus' needs?
	Considering how far the campus needs to go to meet standard, is the strategy a significant enough change to make up for the campus' low performance? Y/N	Research and develop a turnaround strategy that takes strong enough action to produce the needed improvements in student outcomes.

	<p>Can the team articulate clearly how the turnaround strategy meets all the criteria below? Is there consensus in how you explain this? Y/N</p> <ul style="list-style-type: none"> • Creates a fundamental shift in campus systems and mindsets • Addresses the systemic root cause of low performance and most CSFs • Impacts most staff, grade levels, content areas, and students • Goes beyond the scope of previous improvement efforts • Is grounded in research 	Evaluate the strategy to determine if it just needs to be written more clearly in the plan or if a new, more robust strategy needs to be developed.
Outcome	Is the information given in this section aligned with the systemic root cause and strategy? Y/N	Describe how the strategy will resolve the systemic root cause and create the conditions necessary to achieve the campus vision.
Annual goals	Is this left blank for the initial submission in January 2018? Y/N	Remove the information. This will be completed if the campus is required to implement the plan using 2018 accountability data.
Processes/Procedures: Narrative	Does the description outline the actions the campus will take to successfully implement the turnaround strategy? Y/N	Add information as needed.
	Does the narrative describe new practices that will be put in place on the campus? Y/N	Add information as needed.
	Does the narrative include how campus and district staff will be held accountable for implementation of turnaround plan activities? Y/N	Add information as needed.
Processes/Procedures: Implementation Plan	Are the activities, timeline, and person(s) responsible fields complete? Y/N	Complete these columns. Make sure the role/job title is given in the "person(s) responsible" field.
	Are the other fields (resources, expected outcomes, results, status, next steps, implementation status narrative) left blank? Y/N	Remove the information. This will be completed if the campus is required to implement the plan.
	Do the activities cover two years? Y/N	Add activities to cover both years of implementation.

	Do all the activities in this section have a corresponding statement in the narrative? Y/N	Make sure the narrative describes all the actions that the campus/district will take; add information to narrative as necessary.
	Do all the statements in the narrative have corresponding activities listed in the implementation plan? Y/N	The implementation plan describes how the campus/district will put the information given in the narrative into practice. Add activities as needed.
	Is the implementation plan complete enough that no additional board approval is needed? Y/N	Although minor changes to the implementation plan section (such as adding an activity, changing the person responsible, adjusting a timeline) can be made without additional board approval, the plan that is submitted to the agency for commissioner approval must be complete. Add implementation activities as needed.
Organizational Structure: Narrative	Does the narrative describe a change to current structures in the organization so that they align to the turnaround strategy? Y/N	Consider whether the turnaround strategy could be implemented without changing the structure of the campus/district organization. <ul style="list-style-type: none"> If no change to the organization is needed, verify that the turnaround strategy is a systemic change rather than just the fine-tuning of a system.
	Does the narrative change current structures in the organization so that they align to the processes and procedures described in the preceding section? Y/N	Consider what operational conditions need to exist to implement all the process and procedures; adjust information as needed.
	Does the narrative include information about how the district will empower campus staff (for example, through monitoring and support, targeted resources, or providing the campuses any needed autonomy)? Y/N	Add information as needed.
	Is there a clear link between the systemic root cause and the actions that district staff and/or the board will take to help the campus resolve that root cause? Y/N	Discuss the following and add information as needed: <ul style="list-style-type: none"> What steps will the district take to ensure that all central office stakeholders (human resources, federal programs, budget, etc.) and the board understand the needs of the campus?

		<ul style="list-style-type: none"> What structures will be in place to ensure that the district and board hold campus leadership accountable for improving campus performance?
	Are roles and responsibilities redefined as necessary to implement the processes and procedures effectively? Y/N	Add information as needed. Remember that adding responsibilities may mean you need to shift other responsibilities to another staff member.
Organizational Structure: Implementation Plan	Are the activities, timeline, and person(s) responsible fields complete? Y/N	Complete these columns. Make sure the role/job title is given in the "person(s) responsible" field.
	Are the other fields (resources, expected outcomes, results, status, next steps, implementation status narrative) left blank? Y/N	Remove the information. This will be completed if the campus is required to implement the plan.
	Do the activities cover two years? Y/N	Add activities to cover both years of implementation.
	Do all the activities in this section have a corresponding statement in the narrative? Y/N	Make sure the narrative describes all the actions that the campus/district will take.
	Do all the statements in the narrative have corresponding activities listed in the implementation plan? Y/N	The implementation plan describes how the campus/district will put the information given in the narrative into practice. Add activities as needed.
	Is the implementation plan complete enough that no additional board approval is needed? Y/N	Although minor changes to the implementation plan section (such as adding an activity, changing the person responsible, adjusting a timeline) can be made without additional board approval, the plan that is submitted to the agency for commissioner approval must be complete. Add implementation activities as needed.
Capacity and Resources: Narrative	Does the narrative align to the school's turnaround strategy and to the processes/procedures? Y/N	Add information as needed. Consider: <ul style="list-style-type: none"> Based on where the campus is going (think strategy, new processes and procedures, changes to the organization structure), what do we need to get there?
	Does the narrative identify the new knowledge and skills campus and district staff need to acquire to implement the plan? Y/N	Add information as needed.

	Does the narrative describe new materials needed to implement the plan (or how old materials will be repurposed)? Y/N	Add information as needed.
Capacity and Resources: Implementation Plan	Are the activities, timeline, and person(s) responsible fields complete? Y/N	Complete these columns. Make sure the role/job title is given in the “person(s) responsible” field.
	Are the other fields (resources, expected outcomes, results, status, next steps, implementation status narrative) left blank? Y/N	Remove the information. This will be completed if the campus is required to implement the plan.
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Communications: Narrative	Does the narrative include how the campus will communicate progress toward implementing the turnaround strategy to both internal and external stakeholders? Y/N	Add information as needed.
	Are there processes that ensure that the turnaround strategy and each person’s role in implementing that strategy will be communicated to all relevant staff? Y/N	Add information as needed.

	Are the communication processes differentiated for various stakeholders? Y/N	Add information as needed. Be sure to consider communication processes beyond website postings, newsletters, or other methods that requires stakeholders to have to seek out the information.
	Is there evidence that communication is two-way (meaning stakeholders both receive information and can provide feedback)? Y/N	Add information as needed.
	Is there evidence that communication will be ongoing throughout the two years of implementation? Y/N	Add information as needed.
Communications: Implementation Plan	Are the activities, timeline, and person(s) responsible fields complete? Y/N	Complete these columns. Make sure the role/job title is given in the "person(s) responsible" field.
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	Do all the statements in the narrative have corresponding activities listed in the implementation plan? Y/N	The implementation plan describes how the campus/district will put the information given in the narrative into practice. Add activities as needed.
	Is the implementation plan complete enough that no additional board approval is needed? Y/N	Although minor changes to the implementation plan section (such as adding an activity, changing the person responsible, adjusting a timeline) can be made without additional board approval, the plan that is submitted to the agency for commissioner approval must be complete. Add implementation activities as needed.
Budget Table:	Does the table only include supplemental costs required specifically for two years of implementation of the turnaround strategy? Y/N	Remove the funds not directly related to the turnaround plan.

CSFs:	Is all the information given in this section found elsewhere in the plan? Y/N	Remove the additional information, and add it to the relevant section of the plan.
	Are there actions in the plan for each CSF? Y/N	It is not required that each CSF have actions tied to it. However, if there is a CSF that does not have any associated actions discuss the following with your team: <ul style="list-style-type: none"> Is this CSF functioning well on our campus? What data validates that conclusion?
The following two items are submitted into ISAM in separate portals.		
Stakeholder comments:	Did the district notify stakeholders (including teachers, members of the site-based decision making committee (if applicable), parents, and community members) of their ability to review the completed plan on the district website at least 30 days before the final plan is submitted to the board of trustees? Y/N	If this did not occur, contact your TEA consultant for next steps.
	Are stakeholder comments submitted in ISAM by January 29, 2018? Y/N	Submit comments in ISAM. If no comments were given, then the district is required to write a statement outlining the method for soliciting written feedback and submit this to the agency via ISAM. The district may also elect to send the documentation regarding the method(s) used to solicit stakeholder input, rather than writing a summary statement.
Board Resolution:	Is the board resolution signed and submitted into ISAM by January 29, 2018? Y/N	Submit the board resolution in ISAM. If the board did not approve the turnaround plan, contact your TEA consultant for next steps.