

Please indicate each action item's level of completion by marking the appropriate box.

| | | Complete & Ongoing | Complete | In Process | Not Started |
|--|---|--------------------|----------|------------|-------------|
| Strand A: Establishing and Orienting the District Transformation Team | | | | | |
| 1 | Appoint a district transformation team | | | | |
| 2 | Assess team and district capacity to support transformation | | | | |
| 3 | Provide team members with information on what districts can do to promote rapid improvement | | | | |
| 4 | Designate an internal lead partner for each transformation school | | | | |

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| Strand B: Moving Toward School Autonomy | | | | | |
| 1 | Examine current state and district policies and structures related to central control and make modifications to fully support transformation | | | | |
| 2 | Reorient district culture toward shared responsibility and accountability | | | | |
| 3 | Establish performance objectives for the school | | | | |
| 4 | Align resource allocation (money, time, human resources) with the school's instructional priorities | | | | |
| 5 | Consider establishing a turnaround office or zone (to also include transformations and other models) | | | | |
| 6 | Negotiate union waivers if needed | | | | |

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| Strand C: Selecting a Principal and Recruiting Teachers | | | | | |
| 1 | Determine whether existing principal in position for two years or less has the necessary competencies to be a transformation leader | | | | |
| 2 | Advertise for candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm | | | | |

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| 3 | Screen candidates | | | | |
| 4 | Prepare to interview candidates | | | | |
| 5 | Interview candidates | | | | |
| 6 | Select and hire principal | | | | |
| 7 | Establish a pipeline of potential turnaround leaders | | | | |
| 8 | Recruit teachers to support the transformation | | | | |

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| Strand D: Working with Stakeholders and Building Support for Transformation | | | | | |
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| 1 | Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation | | | | |
| 2 | Announce changes and anticipated actions publicly; communicate urgency of rapid improvement, and signal the need for rapid change | | | | |
| 3 | Engage parents and community | | | | |
| 4 | Build support for transformation | | | | |
| 5 | Establish a positive organizational culture | | | | |
| 6 | Help stakeholders overcome resistance to change | | | | |
| 7 | Persist and persevere, but discontinue failing strategies | | | | |

Complete & Ongoing Complete In Process Not Started

| Strand E: Contracting with External Providers | | | | | |
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| 1 | Identify potential providers | | | | |
| 2 | Write and issue request for proposals | | | | |
| 3 | Develop transparent selection criteria | | | | |
| 4 | Review proposals, conduct due diligence, and select provider(s) | | | | |
| 5 | Negotiate contract with provider, including goals, benchmarks, and plan to manage assets | | | | |

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| 6 | Initiate ongoing cycle of continuous progress monitoring and adjustment | | | | |
| 7 | Prepare to proactively deal with problems and drop strategies that do not work | | | | |
| 8 | Plan for evaluation and clarify who is accountable for collecting data | | | | |

Complete & Ongoing Complete In Process Not Started

| Strand F: Establishing and Orienting the School Transformation Team | | | | | |
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| 1 | Appoint a school transformation team | | | | |
| 2 | Provide team members with information on what the school can do to promote rapid improvement | | | | |

Complete & Ongoing Complete In Process Not Started

| Strand G: Leading Change (Especially for Principals) | | | | | |
|---|---|--|--|--|--|
| 1 | Become a change leader | | | | |
| 2 | Communicate the message of change | | | | |
| 3 | Collect and act on data | | | | |
| 4 | Seek quick wins | | | | |
| 5 | Provide optimum conditions for school turnaround team | | | | |
| 6 | Persist and persevere, but discontinue failing strategies | | | | |

Complete & Ongoing Complete In Process Not Started

| Strand H: Evaluating, Rewarding, and Removing Staff | | | | | |
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| a. Evaluating Staff | | | | | |
| 1 | Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff | | | | |
| 2 | Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools | | | | |

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| 3 | Include evaluation of student outcomes in teacher evaluation | | | | |
| 4 | Make the evaluation process transparent | | | | |
| 5 | Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures | | | | |
| 6 | Document the evaluation process | | | | |
| 7 | Provide timely, clear, constructive feedback to teachers | | | | |
| 8 | Link the evaluation process with the district's collective and individualized professional development programs | | | | |
| 9 | Assess the evaluation process periodically to gauge its quality and utility | | | | |
| b. Rewarding Staff | | | | | |
| 10 | Create a system for making awards that is transparent and fair | | | | |
| 11 | Work with teachers and teachers' union at each stage of development and implementation | | | | |
| 12 | Implement a communication plan for building stakeholder support | | | | |
| 13 | Secure sufficient funding for long-term program sustainability | | | | |
| 14 | Provide performance-based incentives using valid data on whether performance indicators have been met | | | | |
| 15 | Use non-monetary incentives for performance | | | | |
| c. Removing Staff | | | | | |
| 16 | Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems) | | | | |
| 17 | Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning | | | | |
| 18 | Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals | | | | |
| 19 | Negotiate expedited processes for performance-based dismissals in transformation schools | | | | |
| 20 | Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals | | | | |

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| 21 | Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers | | | | |
| 22 | Facilitate swift exits to minimize further damage caused by underperforming employees | | | | |

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| Strand I: Providing Rigorous Staff Development | | | | | |
| 1 | Provide professional development that is appropriate for individual teachers with different experience and expertise | | | | |
| 2 | Offer an induction program to support new teachers in their first years of teaching | | | | |
| 3 | Align professional development with identified needs based on staff evaluation and student performance | | | | |
| 4 | Provide all staff high quality, ongoing, job-embedded, and differentiated professional development | | | | |
| 5 | Structure professional development to provide adequate time for collaboration and active learning | | | | |
| 6 | Provide sustained and embedded professional development related to implementation of new programs and strategies | | | | |
| 7 | Set goals for professional development and monitor the extent to which it has changed practice | | | | |
| 8 | Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice | | | | |
| 9 | Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers | | | | |
| 10 | Create a professional learning community that fosters a school culture of continuous learning | | | | |
| 11 | Promote a school culture in which professional collaboration is valued and emphasized | | | | |

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| Strand J: Increasing Learning Time | | | | | |
| 1 | Become familiar with research and best practices associated with efforts to increase learning time | | | | |
| 2 | Assess areas of need, select programs/strategies to be implemented and identify potential community partners | | | | |
| 3 | Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication | | | | |
| 4 | Allocate funds to support extended learning time, including innovative partnerships | | | | |
| 5 | Assist school leaders in networking with potential partners and in developing partnerships | | | | |
| 6 | Create and sustain partnerships to support extended learning | | | | |
| 7 | Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development | | | | |
| 8 | Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications | | | | |

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| Strand K: Reforming Instruction | | | | | |
| 1 | Establish a team structure among teachers with specific duties and time for instructional planning | | | | |
| 2 | Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction | | | | |

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| 3 | Align professional development with classroom observations and teacher evaluation criteria | | | | |
| 4 | Ensure that teachers align instruction with standards and benchmarks | | | | |
| 5 | Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments | | | | |
| 6 | Differentiate and align learning activities | | | | |
| 7 | Assess student learning frequently using standards-based classroom assessments | | | | |
| 8 | Prepare standards-aligned lessons and differentiated activities | | | | |
| 9 | Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework | | | | |
| 10 | Demonstrate sound homework practices and communication with parents | | | | |
| 11 | Employ effective classroom management | | | | |

Notes: Strand Action Items adapted from the *Transformation Toolkit*, Center for Innovation & Improvement, www.centerii.org