Guiding Questions Aligned to the Turnaround Practices

The following **guiding questions** are designed to help foster a discussion among all stakeholders to reflect on current school practices in order to identify assets to build on and core issues of concern that need to be addressed relative to the four Turnaround Practices. These questions can be used during the initial Assessment of Assets and Challenges to help a school or district identify areas to address in the school's turnaround plan. In addition, these questions can provide a helpful frame to reflect on a turnaround plan before it is finalized, in order to ensure the plan is as strong as possible.

These questions do <u>not </u>need to be answered directly in the turnaround plan narrative; they are intended to prompt reflection on and analysis of the school's strengths and needs and put the school in a position to identify the highest leverage strategies to improve outcomes for students. Districts and schools should refer to the SRG Scoring Rubric, MSV or TSV rubrics, and exemplars of best practice highlighted in the turnaround practices resources when addressing any of these areas in the school's turnaround plan. References are made to these resources in parentheses throughout.

Guiding Questions: Turnaround Practice 1

Leadership and the Use of Autonomy
- What turnaround leadership competencies and experiences do the principal and/or leadership team have? Is it sufficient to lead a successful school turnaround effort? How has the selected leader demonstrated results improving outcomes for English learners, students with disabilities, students in poverty, students who have experienced trauma, and other historically marginalized groups)? *(Rubric Item 4, Grant Requirement 1)*
- What type of autonomies does the principal have to set and administer the school schedule, calendar, curriculum, assessments, and professional development? *(Rubric Item 10, Grant Requirement 7)*
- To what extent does the principal have the staffing autonomy needed to effectively implement the turnaround plan? Does it include the ability to adjust "bidding and bumping" language to insulate staff selected to work at the school? Does the principal have the greatest amount of flexibility when hiring new staff? *(Rubric item 4, Grant Requirements 3, 4, and 5)*
- What strategies are used to hire, retain and promote instructional staff and school leaders that represent the races, ethnicities, and cultures of the students and families served by the school? In what ways do school leaders (principal and other administrators) use their autonomies to focus work on implementing the school improvement plan to improve the quality of teaching and learning at the school? (MSV/TSV)
- What competencies and experiences do the instructional staff have? Are these sufficiently widespread (i.e., widespread enough to undergird a successful school turnaround effort)? *(Rubric Item 5)*
- To what extent are the most capable instructional staff in the appropriate positions to do the urgent turnaround work? *(Rubric Item 5)*
- Are robust recruitment and retention activities in place to ensure the right instructional staff are in the right positions to rapidly advance student achievement at the school? *(Rubric Item 5, Grant Requirement 4)*
- What strategic hiring and assignment practices are used to place English learners and students with disabilities in classrooms led by teachers who are certified and skilled at teaching these populations? (EL/SWD report) How effective are these strategies?

● In what ways do leaders in the school use autonomies to engage staff in uncommon professional learning experiences (i.e. implicit bias training, cultural responsiveness, restorative practices)?

High Expectations and Positive Regard
● In what ways do school leaders demonstrate the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place? (MSV/TSV)
● What proportion of staff believe leadership, the school staff, and students have high expectations and demonstrate positive regard? *(Rubric Item 18)*
● What strategies does the school use to ensure that every student has equitable access to the highest quality educational experiences?
● What evidence do you have that the school provides access to challenging, rigorous and relevant curriculum for all students? To what extent do students say they are being appropriately challenged? *(Grant Requirement 10)*
● What steps has school leadership taken to ensure the implementation of culturally responsive practices in the school? *(Grant Requirement 10)*
● In what ways does the school welcome and support students from diverse backgrounds, cultures, and experiences?
● For middle and high schools: in what ways do staff demonstrate high expectations for students in the areas of academics, personal-social and workplace readiness? (new)   To what extent are high expectations held for every student in the school?

Vision/Theory of Action and Buy-in
● In what ways does the school's current improvement plan focus explicitly on instructional practice and accelerated student outcomes? *(Rubric Item 16)*
● To what extent Is there a common understanding/vision of what instruction should look like in order to accelerate student learning?   Do the majority of staff buy in to the school's vision? *(Rubric Item 16)*
● To what extent do staff share a common sense of urgency and ownership for the success of all students. What evidence supports this?
● What proportion of staff is familiar with the goals and benchmarks used to consistently monitor progress and identify and prioritize the next level of work? How often are these goals and benchmarks reviewed (e.g. monthly)?
● Are staff included in committees and decision making in ways that effectively ensure widespread buy-in and provide the opportunity for important feedback? (HS report)
● In what ways are students provided with structured, and regular opportunities to inform and reflect on the impact of school improvement efforts? (new)

Monitoring Implementation and School Progress
● What processes do school leaders use to actively engage in monitoring implementation and outcomes of improvement efforts? Are these processes ad hoc, or o school leaders continuously and systematically monitor overall progress?
● In what ways is information from monitoring used to prioritize initiatives and strategies, communicate progress and challenges, and seek input from staff?
● Have school leaders create clear instructional expectations for staff? In what ways and how consistently are they communicated to staff? What is the process for monitoring that these expectations are understood and acted upon appropriately by all staff? *(Rubric Item 16, Rubric Item 23)*

- What mechanism(s) do the school and district instructional leaders use to regularly analyze evidence of instructional practice along with student achievement, professional development (PD), and other data? What mechanisms are there for making any necessary mid-course adjustments? *(Rubric Item 16, Rubric Item 6)*

Trusting Relationships
- To what extent do staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches)?
- In what ways is the school's culture solution-oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions? *(Rubric Item 11)*
- What mechanisms are there for educators to regularly share their strengths and struggles with each other, in the spirit of helping each other continually improve their practice?

Use of Time for Professional Development and Collaboration
- To what extent does the school incorporate PD as an integral part of daily routines (e.g., through coaching, staff meetings, and/or collaborative time)?
- How well does the amount of time dedicated to PD meet the needs of the school staff? *(Rubric Item 10, Rubric Item 6, Rubric Item 11)*
- How much time does the schedule allow for staff to plan and collaborate on lesson plans, including with special education and ESL instructors and interventionists? (HS report, EL/SWD report)
- To what extent are special populations personnel regarded as fully integrated members of the school faculty? Are special populations personnel (such as special education and ESL teachers) members of grade level/department teams? *(Rubric Item 9, Rubric Item 17)*
- How often do general education and special populations teachers plan together? *(Rubric Item 11, Rubric Item 17)*
- What systems and protocols are used to guide collaborative discussions in Instructional Leadership Teams, Common Planning Time/Teams, Grade Level Teams, Vertical/Content Teams, or other ad hoc teams and committees?   How does school and district leadership ensure that these meeting times are maximized to accelerate teaching and learning? *(Rubric Item 9, Rubric Item 11)*
- What access do teachers have to instructional coaching that provides them with guidance and feedback on how they can improve their instruction overall? For improving instructional strategies to better support English learners and students with disabilities? (EL/SWD report)
- What formal and informal learning opportunities focusing on concrete instructional strategies for English learners and students with disabilities do all teachers receive?(EL/SWD report)
- How does the school identify professional development needs for the school as a whole and for individual teachers? Is the process systemic or *ad hoc*? What steps does the school consistently take to measure the implementation and effectiveness of whole school and individual teacher professional development? What actions does the school consistently take to revisit and reinforce professional development to reinforce previous learning and dive deeper into content? (HS report) *(Rubric Item 6, Grant Requirement 9)*
- Is professional development differentiated for teachers' needs as identified in their evaluation practice goals? *(Rubric Item 6, Grant Requirement 9)*
- What opportunities do teachers have to observe and learn from each other's practice? *(Rubric Item 11)*

- What steps does the school take to capitalize on the knowledge of existing staff by having them conduct whole-staff trainings or work with small groups of staff or teachers? (HS report)
- Is there a process in place for evaluating the schedule based on collected data to maximize opportunities for teacher professional development and ensure it helps all educators continually improve their practice (e.g. through targeted coaching, peer observations and collaboration time)?
- In what ways and how effectively does school leadership implement rigorous, transparent, and equitable evaluation and support systems for teachers and principal(s) that provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development in accordance with the Massachusetts Educator Evaluation Frameworks requirements? *(Rubric Item 6, Grant Requirement 2)*

Communication with Staff
- What structures are in place to facilitate two-way communication across staff and school teams? Between administrators and staff?
- To what extent do staff view the communications shared through these structures as being open. Transparent and meaningful? *(Rubric Item 11, Rubric Item 9, Rubric Item 6)*
- In what ways do each school team foster staff input that influences school-wide decision-making? *(Rubric Item 9)*
- What strategies does the school use to ensure that the work of multiple teams is coherently integrated across the school? How effectively are these current strategies ensuring coherence? *(Rubric Item 9)*

Sustainability
- What strategies do school leaders currently implement to ensure that improvement efforts will be sustained over time or under new leadership? (e.g., succession plan, distributed leadership, new funding streams) *(Rubric Item 11, Rubric Item 24)*
- When the school works with external partners, what steps do school and district leader take to rigorously recruit, screen and select external partners to work with the school? Once selected, what steps are taken to hold external partners accountable for meeting agreed-upon implementation and performance benchmarks? *(Rubric Item 7, Grant Requirement 13)*

Guiding Questions: Turnaround Practice 2

Instructional Expectations
- What messages about expectations for high-quality instruction are communicated to staff? How specific and precise are those expectations? How well are they understood by most staff? *(Rubric Item 11)*
- What process do school leaders use to consistently monitor classrooms to observe whether these expectations are evident and provide feedback to teachers ? *(Rubric Item 6, Rubric Item 23)*
- To what extent are these expectations consistently implemented by most teachers? *(Rubric Item 11, Rubric Item 16)*
- What does culturally responsive education look like in this school? To what extent do students have access to culturally responsive curriculum and teaching that includes references to their cultures in all aspects of their learning? *(Rubric Item 18, Grant Requirement 10)*

- How well are the curriculum maps/pacing guides used by instructional staff aligned to the state curriculum frameworks? *(Rubric Item 16)*
- To what extent is the taught curriculum the intended curriculum? *(Rubric Item 16)*
- To what extent is there a common understanding of what mastery looks like? What processes are in place for staff to align assessments and evaluate student work based on this common understanding? *(Rubric Item 16)*

Lesson Planning and Preparation: *(Rubric Item 16, Rubric Item 17)*

- What expectations for lesson planning are articulated by school leadership?
  - Are these expectations consistent across grade levels? How are they monitored?
- To what extent:
  - Are lesson plans based on curriculum maps/curricular guidance?
  - Do lesson plans reflect a common understanding of high expectations for all students?
  - Do lesson plans delineate in-class differentiation of core instruction to meet student needs?
  - Are lesson plans developmentally appropriate?
  - Do lesson plans engage students with content and address academic and social/emotional needs?
  - Do lesson plans promote higher-order critical thinking?
  - Do lesson plans designed for EL students consider their language proficiency levels?
  - Do lesson plans explicitly address students with disabilities and consider their IEP goals, modifications, and accommodations?
  - Do lesson plans address achievement gaps for low-income students?

Instructional Schedule
- To what extent does the school schedule provide adequate time for core instruction and, as needed, additional academic and/or behavioral supports?
- What kind of flexibility and fluidity are built into the schedule so that necessary adjustments can be made based on formative data and feedback?
- What opportunities do staff have to collaborate/provide input into the schedule to ensure coordination and alignment across grade levels and content areas? Is there enough time built in to the schedule for ESL as needed for English learners? *(Grant Requirement 7, Grant Requirement 8, Rubric Item 10, Extra Credit Item 1)*
- To what extent does the schedule ensure that instructional support staff are coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction?
- Is there an effective process in place for evaluating and adjusting the schedule based on collected data related to the quality of instruction and student needs across grade levels and content areas?
- *Additional question for secondary schools:* How easily can students access work-based learning or the pathway of their choice within the existing schedule?

Identifying and Addressing Student Academic Needs
- What kind of training and support in identifying and addressing student academic needs have teacher teams had in the following areas:
  - Teaming collaboration strategies, processes, and protocols:
  - Effective data use;

- ○ Identifying actions steps to address student needs
- To what extent are school teams consistently implementing teaming strategies and practices to address student needs? How are teams monitored and supported? *(Rubric Item 9, Rubric Item*
- What processes are in place for communicating action steps among all staff and teams? To what extent are these processes helping the school to build and sustain a culture of learning?
- Is there a formal process for teachers to quickly and easily flag students whom they notice are struggling (e.g. online forms, frequently scheduled meetings)?

Classroom Observation Data Use

- Is there a system of weekly/daily classroom observations that focus on strengthening teachers' instructional practices? *(Rubric Item 16, Rubric Item 6, Grant Requirement 2*

  To what extent do:

  - ○ observers provide specific and actionable feedback on instruction?
  - ○ the observational data inform instructional conversations and the provision of targeted and individualized supports/resources for teachers, as needed?
- In what ways do leaders regularly gather evidence on instructional practice (e.g., classroom observations, looking at student work, looking at student assessments)? How does this information help inform PD planning? *(Rubric Item 6, Grant Requirement 9)*
- How often do teachers receive formative feedback on instructional practice? How is it delivered, and by whom? What follow through measures are taken to ensure feedback results in improvement? *(Rubric Item 6)*
- To what extent are the feedback process and substance of the feedback delivered professionally valued by teachers? To what extent does it promote a school-wide mindset to collectively improve adult practice? *(Rubric Item 6)*

Student Assessment Data Use (for schoolwide decision making)

- In what ways do teachers and other school staff use student results on benchmark assessments, common assessments, and state assessments to make decisions regarding schoolwide practices?   How consistently is this done? *(Rubric Item 6, Rubric Item 16, Rubric Item 23)*
- How do district and school level progress-monitoring systems function? How do data from this system drive instructional decisions in core instruction and throughout the tiered process? *(Rubric Item 22, Rubric Item 23)*
- What process do leaders and instructional staff use to monitor the effectiveness of the core curriculum/instruction? *(Rubric Item 6, Rubric Item 9, Rubric Item 16, Rubric Item 23)*

Student Assessment Data Use (for classroom instruction)

- What types of assessment data do teachers use to determine progress in student learning outcomes?
- In what ways do teachers use data to determine appropriate action steps and monitor the results of those actions?
- What proportion of staff consistently use student assessment data in these ways?
- How often do teachers collaboratively reflect upon student data across content and grade levels to identify student needs and necessary support?
- Do teachers have protected time in their schedules to regularly review student data across content and grade levels to identify student needs and necessary supports?

Structures for Instructional Improvement
- Does the school consistently implement structures, practices, and use of resources to support data-driven instruction, the use of research-based instructional strategies, and differentiation?
- Do these structures result in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks?
- Does instruction meet the needs of each student?
- *Additional question for secondary schools:* To what extent are students actively involved in choosing their courses and activities within their classrooms?

Career Development Education/Contextual Learning (new)
- What programs programs and practices are in place to prepare and promote college and career readiness (e.g. career-focused curricula, career and technical education courses or programs, career-themed small learning communities, and dual enrollment)? (EDIT when MSV is final)

Systems for Postsecondary Planning and Workplace Readiness (new)
- Is at least one staff member dedicated to working with students to determine postsecondary plans? (EDIT when MSV is final)
- What kinds of supports do students receive throughout the college and employment application process? To what extent do these supports reflect best-practice? Does the school leverage community organizations to support this process? (HS report)

Guiding Questions: Turnaround Practice 3

General Academic Context
- Do all students receive Tier I instruction and have access to universally designed academic, behavioral, and social emotional curriculum and instruction that integrates culturally responsive pedagogy that is linguistically appropriate?
- Is academic instruction engaging and personalized to allow all students to access grade-level standards in all content areas?
- Do all students have time to engage in rigorous academic work in their regular schedule? Are academic interventions implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support?
- *Additional question for secondary:* Do interventions support students in all grades beyond preparation for MCAS and graduation?
- Are students experiencing research-based academic interventions appropriate for their specific needs? (*Grant Requirement 11, Rubric Item 17*)
- What kind of in-class support options are provided for students with special needs (e.g., co-teaching, support facilitation, and the use of peers)z? *(Rubric Item 17)*
- Do service personnel such as occupational therapists, physical therapists, and speech pathologists provide services within the general education classroom when appropriate? *(Rubric Item 17)*
- In what ways do students receive specific feedback based on formative assessments/student work to continue to close gaps and reach grade level standards? *(Rubric Item 17)*

- How fluid Is the tiered system of support? What processes are used to adjust intervention, enrichment, and support assignments throughout the school year, based on student progress and need? *(Rubric Item 17)*
- What kinds of resources that support a range of academic needs do staff have access to? How well utilized are these resources? *(Rubric Item 17)*

Teacher Training to Identify Student Needs (Academic and Nonacademic)

- In what ways are school staff trained and supported to ensure that they: (1) identify cues when students need additional assistance (both academic and nonacademic) and (2) respond appropriately to those cues? *(Rubric Item 17, Rubric Item 18)*
- How is instructional staff supported in identifying issues arising in the lives of students (e.g., poverty, mobility, etc.) and in working to address issues in order to minimize impact on learning? *(Rubric Item 17)*
- How do district staff and systems support and provide students with necessary assistance? *(Rubric Item 2)*

Determining Schoolwide Student Supports (Academic Interventions and Enrichment)

- Is student learning and academic performance reviewed regularly throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs? Who, or what team is responsible reviewing these data and developing and implementing strategies to address emerging needs? *(Rubric Item 17, Rubric Item 9, Rubric Item 16, Rubric Item 23)*
- What are the roles and responsibilities of the Student Support Team?
    - Are instructional staff included on Student Support Teams along with guidance and mental health staff?
- In practice, is it functioning in the way it is intended? To what extent do all stakeholders understand this team's purpose and protocols? Do they know how to access the Student Support Team? *(Rubric Item 9)*
- What procedures are in place for Student Support Teams to follow up with referring teachers regarding supports provided to their students? Are teachers involved in discussions to determine whether the supports have been successful? (HS report)
- What processes and procedures does the school have for rapidly identifying and responding to the various needs of students in the school?

Implementing a Multi-tiered System of Supports for Student Intervention (Academic, Behavior, and Social Emotional)

- What does the multi-tiered system of support look like in this school? To what extent does it meet the following conditions?
    - (1) staff members follow consistent rules and procedures when identifying students in need of additional assistance;
    - 2) a specific set of criteria and protocols are consistently used to identify students for interventions and enrichment;
    - (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; and
    - (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports.

(Rubric Item 17)
- Do teachers regularly review a range of data sources, including discipline and social-emotional data in addition to academic performance and attendance data?
- When a student is referred based on one particular difficulty he or she is experiencing, is additional information routinely gathered to determine if the student is facing other challenges that may need to be addressed?

Academic Supports and Services for English Learners
- To what extent are all English language learners experiencing research-based academic supports and services appropriate for their specific needs? (*Grant Requirement 11, Rubric Item 17*)

Academic Supports and Services for Students With Disabilities
- To what extent are all students with disabilities experiencing research-based academic supports and services appropriate for their specific needs? (*Grant Requirement 11, Rubric Item 17*)

Planning for Incoming Students (new - update once secondary rubric is final)
- What programs and practices are in place to support the transition to secondary school (e.g., summer bridge program, freshman academy, peer mentoring, and 4-year graduation plans)?
- Are leaders and teachers expected to actively review early warning indicator data (including performance, attendance, English language proficiency benchmarks, and discipline data) for all incoming students (both at the start of the school year and students entering mid-year)?
- What are the criteria and protocols for using early warning indicator data to identify needs and assign appropriate supports to get and keep students on track?
- In what ways do teachers plan their instruction and coursework to align with identified student needs?

Guiding Questions: Turnaround Practice 4

Safe and Supportive Learning Environments
- In what ways do school staff model, promote, and practice behaviors that nurture respect, positive relationship building, and self-awareness?
- Do students participate in the development of behavioral expectations?
- Are there opportunities to reflect on and productively resolve issues that arise, to provide students with learning opportunities in addition to providing consequences? Are consequences non-exclusionary?
- To what extent do staff members respond to student behaviors consistently throughout the campus and school year?
- How is the school climate monitored through the lens of behavior or discipline data (at least twice annually)?
- How is time set aside and used both at the start of the year and periodically throughout the year to review schoolwide expectations with students?
- To what extent do schoolwide expectations focus on cultivating positive student characteristics?
- When counterproductive behaviors occur, are system in place for staff to engage in conversations with students to get at the root of the behavior?

- How is discipline data examined for variations to identify teacher who have strong classroom management skills and can serve as exemplars for colleagues, as well as those who may need support?
- Is there a common understanding/vision of what a safe and supportive culture and climate should look like in this school? How is this vision embraced by all staff and students? *(Rubric Item 18)*
- What structure/systems/processes are in place to ensure that all classrooms create predictable environments and a climate that supports learning? *(Rubric Item 18)*
- Does the schoolwide behavior plan include a defined set of behavioral expectations? Are the systems and set of structures for positive behavioral supports aligned to those expectations? Do most (if not all) staff members consistently implement the procedures outlined in the schoolwide behavior plan? Do leaders monitor implementation using data? *(Rubric Item 18, Grant Requirement 12)*
- What systems and practices are in place to encourage and support students to take responsibility for their own learning and behavior? (*Rubric Item 18*)

Adult-Student Relationships
- What structures are in place (e.g., structured advisories, mentor programs) in place to support relationships among students and adults and deliver social-emotional supports?
- How are adult-student relationships developed and supported through culturally responsive classroom management?
- How are these supports monitored actively to determine whether they are meeting the needs of the school? *(Rubric Item 17, Rubric Item 18)*

Expanded Learning
- What kinds of expanded learning opportunities, that are well defined and well supported, are available to students?   Do all students have access to them?
- How are data analyzed and expanded learning opportunities developed to support high-need students?
- How are external partnerships used strategically to provide expanded learning opportunities to students?
- How are in-school and after-school instructional programs used to provide remediation and enrichment to students?
- What highly effective strategies are used to immediately and effectively improve student graduation rates, dropout rates and credit recovery for secondary students?
- Are students culture, race, ethnicity or personal interests considered and infused throughout expanded learning opportunities?

Wraparound Services and External Partners
- What kind of wraparound services (e.g., health, housing referrals) and connections to external partners supporting these types of services are available through the school?
- Do leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systemic system of wraparound services?
- In what ways do leaders and staff assess the needs of students and families throughout the school year? *(Rubric Item 19)*
- Do all staff know whom to contact when a student needs wraparound supports?

Family and Community Engagement

- What steps does this school take to ensure that all parents feel welcome at the school in a way that honors their linguistic, cultural, and racial identity? *(Grant Requirement 10)*
- Are families treated as an asset to the school and their child's learning?
- What regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports?
- What communication system is in place among staff, families, and community partners that ensures coordination of services in support of learning? *(Rubric Item 19, Grant Requirement 10, Grant Requirement 14)*
- To what extent are families involved in school life and the academic achievement of their students? *(Rubric Item 19, Grant Requirement 10, Grant Requirement 14)*
- Are there interpretation and/or translation services available for families whose primary language is not English?
- Is there a Parent Advisory Committee focused on English Learners, if applicable to the school context? *(Rubric Item 19, Grant Requirement 10, Grant Requirement 14)*
- Is there one or more staff members dedicated to the coordination of family and community engagement activities? Are regular events planned throughout the year to engage families and community members? *(Rubric Item 19, Grant Requirement 14)*
- In what ways do staff members routinely reach out to families to communicate information about their children's progress and needs? Are these routine or ad hoc communications?
- Are communications with families made available in multiple languages, as needed? *(Rubric Item 19, Grant Requirement 10, Grant Requirement 14)*
- Which key stakeholders (e.g., parents, community members) engaged in the development of the school's turnaround plan? Are they actively involved in the ongoing improvement efforts of the school? *(Rubric Item 19, Grant Requirement 14)*
- What steps does the school take to address the social service and health needs of students and families?
- Does the school need to take steps to improve or expand child welfare services, or as appropriate, law enforcement services in the school community to ensure a safe and secure learning environment? *(Rubric Item 18, Rubric Item 19)*
- If applicable to the school's context, what types of workforce development services (meaningful employment skills and opportunities) provided to students at the school and to their families? *(Rubric Item 18, Rubric Item 19)*

Guiding Questions - Cross-Cutting Themes
(as described in the Turnaround Practices Field Guide)

Cross-Cutting Theme #1
Turnaround leaders who have a sense of urgency, expertise, and relational leadership skills.

- **Urgency**: Does the principal and leadership team have a strong sense of urgency to change the lives of students in the school? To what extent are they willing to 'do whatever it takes' to improve? Does the principal have a mantra of high expectations and no excuses, and is this communicated clearly and consistently to staff?

- Do all staff demonstrate that they believe that they can directly impact their students achievement regardless of the students' circumstances?
- **Expertise**: Do the principal and leadership team set a few key non-negotiables and expectations for instructional practices and student behavior?
- **Relational**: Does the principal build an organization where leaders and teachers share ownership of students and are empowered to learn from one another as colleagues?

Guiding Questions: Cross-Cutting Theme #2

An improvement mind-set that permeates all school behaviors, decisions, discourse, and actions.

- Does the school have an 'improvement mindset' and a culture in which leaders and teachers work closely with one another to actively identify and address specific problems of practice?
- Does the school have a system of high-functioning teaming structures and communication channels that accelerate the ability to diagnose a problem; develop, implement, and test new practices; and then share and spread practices that work?

Guiding Questions: Cross-Cutting Theme #3

Highly consistent, aligned, and rigorous instructional practices.

- Does the school have tightly aligned and consistent curricula, expectations instructional strategies and assessment tools?
- Are teachers working together to develop vertically and horizontally aligned instruction and strategies? For example, do teachers develop common units and lesson plans? Do teachers use similar prompts, note-taking techniques, and common strategies to help students access content?
- Is the school an effective learning environment for adults, with the infrastructure and know-how to quickly and effectively implement proven instructional and organizational improvements?
- How deeply have teachers analyzed curriculum standards? How well do they know precisely what students need to know and be able to do from one grade level to the next? Do teachers intentionally use standards-aligned key words, phrases, and essential questions to support students? Are these used within and across grades?
- Do students know exactly what to expect in each class, and can they employ the same tools to access and apply information?
- Do teachers have autonomy and ownership over the development of lessons, routines, and strategies?
- Are grade-level and team-developed strategies implemented across the school after testing, reflection, and evidence demonstrates that they have impact, so effective strategies can be scaled across the entire school?