

Intended to be used collaboratively by district leadership teams, with state support, to identify opportunities to create or enhance systems-level conditions needed to accelerate and sustain school improvement

**#floridamindset**

District Turnaround   
Monitoring Toolkit

Bureau of School Improvement

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# Introduction

The toolkit is organized into five themes aligned to the 5Essentials framework: **Safe & Supportive Environment**, **Effective Leadership**, **Ambitious Instruction**, **Professional Capacity** (includes **Public & Collaborative Teaching**), and **Family & Community Engagement**.

The toolkit includes the following subsections:

* **References –** research consulted during the development of the growth stages.
* **FAQ** – answers to anticipated questions that teams may have as they use the rubrics.
* **Prompts for Reflection and Conversation** – questions to help users paint a picture of the current state of the district in relation to the given component.
* **Growth Stage Descriptions** – what it would “look like” for a district to be in a given stage of implementation.
* **Examples of Artifacts** – inventory of artifacts that could be used as evidence of a particular growth stage.
* **Growth Stage Selections** – check boxes to select the observed growth stage and space to record the reason the district meets the criteria, citing any evidence or artifacts used to make the determination. Make sure to record the district’s name at the top and saving the file with the district’s name before submitting the document.

The following definitions illustrate the progression of the growth stages:

* **Pre-Emerging**: There is no evidence of collaboration between the district and schools regarding implementation of a turnaround plan.
* **Emerging**: There is evidence of collaboration between the district and schools to establish a common vision, assess needs of turnaround schools, consider structures and build consensus and buy-in for implementation.
* **Developing**: There is evidence of collaboration between the district and schools to plan specific activities to be implemented, including who will do what, how and when they will do it, and the data and documentation that will be used to monitor.
* **Operationalizing**: There is evidence of collaboration between the district and schools to implement the action plan and monitor for fidelity.
* **Optimizing**: There is evidence of collaboration between the district and schools to implement systems that support and sustain improvements in all schools. Strategies are implemented with fidelity and stakeholders are focused on improving their impact and making changes as needed based on data.

# References

* Bryk, Anthony S. Organizing Schools for Improvement. Chicago: University of Chicago Press, 2010.
* *RtI Implementation Rubric: District Level*; Colorado Department of Education. <https://www.cde.state.co.us/sites/default/files/documents/rti/downloads/pdf/rubrics_district.pdf>
* *Quality Standards for Academic Intervention Programs*; Florida Department of Education, Office of Dropout Prevention (2002). <http://www.fldoe.org/core/fileparse.php/5410/urlt/dr-stand.pdf>
* Florida Department of Education, Office of Safe Schools Publications: <http://www.fldoe.org/schools/safe-healthy-schools/safe-schools/pubs.stml>
  + Planning Guide: Achieving Safe, Equitable, Healthy & Drug Free Schools: <http://www.fldoe.org/core/fileparse.php/7771/urlt/0084828-plan_guide.pdf>
  + School Staff Guide to Risk and Resiliency (1998): <http://www.fldoe.org/core/fileparse.php/7771/urlt/0084829-sec2.pdf>
* Harris, Meena. *Safe and Drug-Free Schools Handbook for Coordinators: Understanding the Process of Program Evaluation* (2003). University of North Florida, Florida Institute of Education. <http://www.fldoe.org/core/fileparse.php/7771/urlt/0084809-eval_manual.pdf>

# FAQ

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| 1. **What does use of the tool look like?**   Each district team will have an opportunity to meet with their BSI regional team to discuss the conversation prompts and growth stages; identify points of strength, opportunities for growth, and differences among district staff or the regional team in the perceived growth stage for a given component; and assign next steps. The district team may complete a self-reflection ahead of the meeting, or request facilitation support for the self-reflection.   1. **Is this an evaluation tool?**   For districts receiving a school improvement grant (SIG) 1003(g), this is an evaluative tool to determine points for annual renewal. For all other districts, it is a support and monitoring tool only.   1. **How will districts benefit from the process?**   This toolkit provides a shared framework for regional and district teams to reflect, discuss, monitor and support turnaround implementation within a local context.   1. **Are all of the activities and behaviors in the Growth Stage Descriptions required?**   No. These descriptions reflect a compilation of national research, FDOE observations, and district and school stakeholder feedback regarding best practices for implementing systems-level change for sustainable school improvement. Though comprehensive, it is not exhaustive, and may continue to evolve based on user feedback.   1. **Are the items listed in the Examples of Artifacts required?**   The items listed are not required by this document, though some are required by Differentiated Accountability (DA) forms or other state statutes, or may be SIG deliverables. The examples are provided to provoke ideas for where to look for evidence of implementation when it may not be immediately apparent.   1. **How is the toolkit different from a typical rubric?**   The Growth Stage Descriptions are cumulative, rather than mutually exclusive. For example, most actions or behaviors observable in the Emerging category would also be observable in the Developing category.   1. **How can districts select a single implementation growth stage for a diverse set of turnaround schools?**   Teams should select the stage that most closely represents where the district falls on the growth continuum for the given component. When considering multiple turnaround schools, there will likely be exceptions to the norm; outliers can be identified as part of the notes under Points of Strength or Opportunities for Improvement.   1. **The growth stage descriptions describe actions by the “district” and “school.” Who is included in these groups?**   These general descriptors are intended to include any groups or individuals within the respective organization who are responsible for and crucial to collaborative decision-making and effective implementation of a given component. The specific groups or individuals may vary by school context and should be identified and clarified between the district and regional executive director (RED) wherever needed.   1. **Who should be at the table during the conversations?**   It is recommended that the district turnaround lead review the question prompts to determine which stakeholders should be engaged during the self-assessment and/or conversations with the regional teams. For instance, the family and community engagement component may necessitate a broader audience in order to be able to respond to the prompts thoroughly.   1. **How should stakeholders prepare for the conversation?**   Depending on the district size, number of schools in turnaround, and degree to which the district wishes to engage in the process, it is recommended the district turnaround lead review the content in the conversation prompts and growth stages, and determine an appropriate meeting schedule with relevant stakeholders during the period for self-assessment. Stakeholders are provided with the toolkit in advance and encouraged to review or gather evidence of implementation from their areas of responsibility.   1. **How much time is needed to complete the process?**   This will also depend upon the district size, number of schools in turnaround, and degree to which the district wishes to engage in the process. At a minimum, the district can expect to meet with the regional team for approximately two hours during the school year for a conversation regarding the district’s self-reflection. |

# Prompts for Reflection and Conversation (page 1 of 2)

|  |
| --- |
| Safe and Supportive Environment |
| 1. How does the district promote a culture of clear and high expectations for all students? 2. How does the district foster the expectation that every student graduates with the knowledge, skills, and dispositions to succeed in college, career and life? 3. How does the district ensure school sites and surrounding areas are safe and orderly for students? 4. How does the district ensure schools communicate and administer policies that foster an environment of acceptance and respect, and nurture positive student behavior? 5. How does the district develop and support relational trust between instructional staff and students? 6. How does the district ensure schools encourage and promote peer support for students? |
| Effective Leadership |
| 1. How does the district identify, assign, and support the district turnaround lead and their team? 2. How does the district determine whether to retain or replace school administrators? What process is used to identify potential principals and instructional coaches for turnaround schools? 3. How does the district develop and support relational trust and a culture of collaborative planning and problem solving among district leadership, across district departments, and between district and school leadership? 4. What support is provided by the district to ensure principals and instructional coaches are able to be effective leaders of turnaround schools? 5. How does the district define a multi-tiered system of supports (MTSS) for all schools? What data is included to determine needs and monitor implementation? 6. How does the district communicate expectations and align resources to support schools’ implementation of MTSS? 7. How does the district identify and align fiscal resources to promote sustainability of improvements? 8. How does the district evaluate and adjust district policies and practices to accelerate and sustain improvements? |
| Professional Capacity |
| 1. What data sets does the district use to determine staffing and professional development needs of turnaround schools? 2. What recruitment, placement and retention policies and practices are in place in the district? How are they differentiated to meet the needs of each turnaround school? 3. How are the unique needs of the turnaround schools factored into the district’s evaluation and revision of the professional development system? 4. How does the district develop and support relational trust among and high expectations for instructional staff within turnaround schools? Consider principal-teacher as well as teacher-teacher. 5. What structures has the district established to promote a culture of collaborative planning and problem solving among instructional staff? 6. What structures has the district established to encourage public teaching with self-reflection and peer feedback for continuous improvement? 7. What support is provided by the district to ensure instructional staff are prepared to meet the needs of students in turnaround schools? |
| Ambitious Instruction |
| 1. How does the district monitor the schools’ implementation of multi-tiered system of supports (MTSS) for all students? 2. How does the district ensure curricula, supplemental supports, and assessments are aligned with Florida Standards and course descriptions in all content areas for all students? 3. How does the district ensure schools use assessments appropriately and strategically to screen and set benchmarks, diagnose and prescribe, monitor progress, and evaluate outcomes? 4. How do district and school leaders empower instructional staff to access and synthesize research and data to ensure a tiered approach to service delivery is used when selecting instructional strategies to meet the needs of students? 5. How does the district ensure increased learning time is used effectively and responsibly to support all students? |

# Prompts for Reflection and Conversation (page 2 of 2)

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| Family and Community Engagement |
| 1. How does the district ensure school sites and surrounding areas are welcoming to families and the community? 2. How does the district support schools in understanding the unique needs and perceptions of the families and communities they serve? 3. How does the district develop and support relational trust between schools, families, and communities? 4. How does the district develop and support schools’ capacity to engage their communities in collaborative problem solving? 5. How does the district ensure each school’s goals are made accessible to the community it serves? 6. How does the district empower schools to create and foster partnerships that align human and social resources to student and family needs? |

# Growth Stage Descriptions (page 1 of 5)

|  |  |  |  |
| --- | --- | --- | --- |
| **Safe & Supportive Environment** | | | |
| **Emerging**  *Assess and Communicate* | **Developing**  *Design Activities* | **Operationalizing**  *Implement Action Plans* | **Optimizing**  *Implement Systems* |
| The district and schools are collaborating to   * understand and be sensitive to the cultural diversity, values, and learning styles of students * develop and communicate a shared vision for safe and supportive learning environments with high expectations for all students * use multiple data sources to determine whether   + current supports and interventions at turnaround schools are aligned to the academic, behavioral, and social-emotional needs of students   + existing discipline policies and practices result in students feeling safe on campus and district transportation, and at school-sponsored events * identify and communicate behavioral expectations and violation consequences for students, and expectations of school staff for discipline of students | The district and schools are collaborating to   * create a shared understanding among school staff that policies must respect cultural diversity, and create an environment that mitigates risk and enables students to participate and express themselves without fear of recrimination * develop strategies that build a sense of community, and foster mutual respect and trust between school staff and students * develop policies that ensure all students * are expected to participate in coursework that challenges their ability to the maximum * have the same opportunities to take courses leading to postsecondary education and employment * design an early warning system to identify and assist students needing additional supports to remain “on track” to graduate * develop protocols for accessing and examining classroom-level data to align supports and interventions to student needs * develop schoolwide behavior systems that   + employ various means to reinforce positive self-images, behaviors, and attitudes of students * provide alternatives to referrals, class exclusion, suspension, and expulsion | The district and schools are collaborating to   * implement academic, behavioral, and social-emotional supports and interventions that maintain alignment with changing student needs using established protocols to discuss data at scheduled intervals * implement strategies designed to acknowledge academic achievement, positive behavior, and contributions of students * provide opportunities for students to learn to appreciate their differences and support their peers through cooperative interactions * implement schoolwide behavior systems * monitor fidelity and effectiveness of the implementation of the schoolwide behavior systems to ensure enforcement of expectations are equitable and consistent | The district and schools are collaborating to   * engage in problem solving and data sharing as part of a culture of continuous improvement, in order to   + - * evaluate and provide feedback to instructional staff on the effectiveness of academic, behavioral, and social-emotional instruction and supports   + evaluate and provide feedback to district leadership on the effectiveness of schoolwide behavior systems   + inform adjustments to instructional, intervention, and prevention programs, and schoolwide behavior systems   + determine whether turnaround schools, or student subgroups within the schools, are disproportionately identifiable by academic participation or performance, or behavior incidents * identify systemic trends in order to replicate successful supports |

# Growth Stage Descriptions (page 2 of 5)

|  |  |  |  |
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| **Effective Leadership** | | | |
| **Emerging**  *Assess and Communicate* | **Developing**  *Design Activities* | **Operationalizing**  *Implement Action Plans* | **Optimizing**  *Implement Systems* |
| The district and schools are collaborating to   * use data to determine staffing and professional development needs of district and school turnaround leaders * develop and communicate a shared vision for instructional leadership * assess communication structures and practices between district and school leadership to determine whether they are effective and promote trust * define and communicate structures and expectations for implementation of a multi-tiered system of support (MTSS), including roles and responsibilities of district and school leaders * review existing plans to look for opportunities for better alignment with shared strategic goals that address the needs of turnaround schools * examine current resources to identify effective and ineffective alignment to needs * review existing policies and practices to identify any barriers they may present to accelerating and sustaining improvements | The district and schools are collaborating to   * form teams for the purpose of collaborative data-based planning and problem solving to improve efficacy of leadership teams * develop procedures or protocols for   + communications between district and school leadership   + school leadership to access district support within the MTSS   + collecting information that helps the organization learn and provides accountability for responsible parties * develop strategies to harness the full potential of multiple resources to accelerate and sustain improvements * explore potential viable models, within or outside the district, for operational flexibility | The district and schools are collaborating to   * monitor fidelity and effectiveness of the implementation of an MTSS, which includes ensuring   + school leaders can access district resources when needed   + resources are shared among schools, departments or units where appropriate * implement strategies to align and harness resources in support of sustaining improvements * implement strategies to reduce barriers related to staffing, scheduling, and budgeting * align activities across multiple plans to shared strategic goals; ensure alignment of respective school improvement plans with the district turnaround plan * use established procedures or protocols to document evidence of completion required in the turnaround plan and school improvement plans | The district and schools are collaborating to   * engage in problem solving and data sharing as part of a culture of continuous improvement, in order to   + evaluate and provide feedback to district leadership on the effectiveness of the implemented MTSS   + adjust MTSS structures and expectations for implementation based on student data or assessment results   + identify systemic trends to refine allocation of resources * evaluate district infrastructure in the areas of staffing, scheduling, and budgeting, and identify any needs for systemic changes * create structures and supports that align resources systemically to accelerate and sustain school improvement in all schools |

# Growth Stage Descriptions (page 3 of 5)

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| --- | --- | --- | --- |
| **Professional Capacity** | | | |
| **Emerging**  *Assess and Communicate* | **Developing**  *Design Activities* | **Operationalizing**  *Implement Action Plans* | **Optimizing**  *Implement Systems* |
| The district and schools are collaborating to   * use data to determine staffing and professional development needs of staff * review hiring practices and current vacancies to ensure schools are fully staffed by the first day of school, and that all vacancies throughout the year are filled with effective or highly effective teachers * explore relevant options or models for recruiting and retaining effective or highly effective teachers with opportunities to build capacity and efficacy * assess the district’s professional development plan for alignment with shared strategic goals that address the needs of instructional staff in turnaround schools * assess the climate and culture among instructional staff * research potential protocols to promote public teaching and collaborative planning * develop a shared vision and expectations for public and collaborative teaching among instructional staff | The district and schools are collaborating to   * use data to develop a plan for recruiting, placing, and retaining effective or highly effective teachers, including creating a pool of teachers that can immediately fill vacancies as they arise * design or refine the district’s professional development plan to align with shared strategic goals and include research-based strategies that address the needs of instructional staff in turnaround schools * schedule targeted, job-embedded professional development that will meet the specific needs of instructional staff * form school-based teams that include instructional staff to develop structures and protocols for   + strengthening relationships and staff culture   + communication among staff and between staff and leadership   + data-based problem solving to improve instructional practices   + public teaching that encourages engagement in reflective dialogue to deepen understanding of instructional practices   + sustaining and regenerating knowledge, skills and beliefs regardless of staffing changes | The district and schools are collaborating to   * implement plans to recruit and retain effective or highly effective teachers, and monitor and prioritize placement of staff to ensure vacancies in turnaround schools are immediately addressed * implement communication protocols and activities to build relational trust * allow opportunities for instructional staff to provide input on decisions that impact their practice * ensure teachers are scheduled for collaborative planning and problem solving within and across grades and subject areas * implement targeted professional development to meet the specific needs of staff in turnaround schools * provide instructional coaching with opportunities for modeling and peer-to-peer practice with feedback * monitor fidelity and effectiveness of the implemented professional development activities | The district and schools are collaborating to   * implement a system for recruitment and retention of effective or highly effective teachers that includes opportunities for advancement available to all staff members * implement a professional development system, which includes evaluating and refining opportunities to maximize effectiveness * engage instructional staff in data-based problem solving as part of a culture of continuous improvement, in order to   + evaluate and provide feedback to school leadership on the effectiveness of communication, collaborative planning, and public teaching protocols   + adjust protocols as needed |

# Growth Stage Descriptions (page 4 of 5)

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| **Ambitious Instruction** | | | |
| **Emerging**  *Assess and Communicate* | **Developing**  *Design Activities* | **Operationalizing**  *Implement Action Plans* | **Optimizing**  *Implement Systems* |
| The district and schools are collaborating to   * develop a shared vision for ambitious instruction between instructional staff and students * review vertical and horizontal alignment of adopted curriculum, supplemental supports and assessments to the Florida Standards and course descriptions with all stakeholders * identify and communicate learning milestones by grade level to demonstrate mastery of the Florida Standards * identify the extent to which current assessment data is used to inform instruction and instructional strategies * ensure the district data management system enables instructional staff to access real-time data that allows them to make decisions regarding instruction and instructional strategies * develop a shared understanding of research-based instructional strategies that support standards-based instruction, and the importance of using research appropriately when selecting strategies * review master schedules to determine whether they meet the core, supplemental and enrichment needs | The district and schools are collaborating to   * align adopted curriculum and instruction across all tiers to Florida Standards * outline parameters, including a list of measures, for how assessments are used to make decisions about differentiated instruction and tiered interventions * provide training and guidance to instructional staff on using the data system to inform instruction and provide feedback to students * create supports for instructional staff to implement the aligned curriculum and instruction, including guidance on using research-based strategies * develop procedures or protocols for   + instructional staff and students to access support within the MTSS   + implementation of differentiated instruction * develop a schedule to increase learning time for all students that includes differentiated activities and progress monitoring * develop and communicate monitoring processes to be used to measure fidelity and effectiveness of instructional strategies | The district and schools are collaborating to   * implement aligned curriculum and instruction using research-based instructional strategies, on or above grade level, to meet the needs of students * implement assessments for the purposes of universal screening, diagnostic, progress monitoring and summative evaluation * implement the data management system protocols * provide support and training to staff to build fidelity and consistency with use of the data system and related research * implement a schedule that provides all students with extended instructional time that is closely integrated with the instructional program, ensuring daily objectives are provided, assessed, and used to inform further instruction * monitor fidelity and effectiveness of the implementation of the   + curriculum and instruction   + assessment tool and data management system protocols to ensure results are used to inform instruction | The district and schools are collaborating to   * ensure are used with fidelity to monitor, evaluate, and inform instruction   + - engage instructional staff in data-based problem solving as part of a culture of continuous improvement, in order to       * evaluate and provide feedback to district leadership on the effectiveness of the implemented curriculum and instruction, including differentiated instructional practices, and assessment tools       * adjust alignment of the curriculum and instruction to the Florida Standards, and assessment tool and data management system protocols as needed * refine measurement of the implementation of the aligned curriculum and instruction |

# Growth Stage Descriptions (page 5 of 5)

|  |  |  |  |
| --- | --- | --- | --- |
| **Family and Community Engagement** | | | |
| **Emerging**  *Assess and Communicate* | **Developing**  *Design Activities* | **Operationalizing**  *Implement Action Plans* | **Optimizing**  *Implement Systems* |
| The district and schools are collaborating to engage families and communities to   * understand the needs, values, and perceptions of families and communities served * assess structures for communication with and between families and communities * inventory and examine established partnerships to determine how they could be strengthened or better aligned to needs * brainstorm potential partnerships as well as new opportunities for partners to be involved in the continuous improvement of schools | The district and schools are collaborating to engage families and communities to   * create a shared understanding among school staff of the needs, values, and perceptions of families and communities served * identify potential “quick wins” for making schools more welcoming * develop strategies to improve communication with and between families and communities * develop mechanisms for gathering and using feedback for decision making * form teams for the purpose of data-based planning and problem solving to * increase family and community engagement and partnerships * align human and social resources to academic, behavioral, and social-emotional needs | The district and schools are collaborating with partners to   * implement strategies designed to   + make schools more welcoming   + improve communications and gather feedback   + increase family and community engagement in the learning process and the schools’ continuous improvement   + align human and social resources to academic, behavioral, and social-emotional needs * monitor fidelity and effectiveness of the implementation of the strategies | The district and schools are collaborating with partners to   * refine school vision, mission and/or strategic goals to incorporate feedback * engage in data-based problem solving as part of a culture of continuous improvement, in order to   + evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships   + adjust partnerships based on student data and assessment results   + identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate * provide intensive outreach to unresponsive families or families with barriers to participation |

# Examples of Artifacts (page 1 of 3)

*The list of examples provided is neither required nor exhaustive. Artifacts should be understood in context when looking for evidence of a growth stage. The user may tick the check boxes for the artifacts reviewed or record additional artifacts in the growth stage selection rationale.*

|  |
| --- |
| Safe & Supportive Environment |
| * Bullying Monitoring Assurance Form * District policies pertaining to bullying/harassment * School Environmental Safety Incident Reporting (SESIR) System district report (includes 26 incidents of crime and violence) * Dropout data * Florida Healthy School District (FHSD) Self-Assessment |
| Effective Leadership |
| * District policies (e.g., human resources, transportation, technology, operational flexibility) * District Professional Development System, pursuant to s. 1012.98, F.S. * MTSS plan with district- and school-level protocols * District Improvement and Assistance Plan (DIAP) * DIAP Mid-Year Reflection * SIPs of turnaround schools * Organizational chart of tiered district support to schools * Credentials, experience, and competencies required for turnaround leaders and instructional coaches * Criteria for administrator placement in turnaround school(s) * Screening protocols and interview questions for turnaround leaders and instructional coaches * Justifications with corresponding data for keeping or replacing school administrators * Description of training and coaching provided to school administrators and instructional coaches * Coaching/resource teacher support schema (rationale for matching to schools) * Description of coaching roles and responsibilities * Monthly coaching calendars * Job description of turnaround lead * Functions of district leadership team (in support of turnaround schools) |

# Examples of Artifacts (page 2 of 3)

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| Professional Capacity |
| * DIAP, specifically the responses in **I.C.2.b. Educator Quality** and **I.D. Public and Collaborative Teaching** * Justifications with corresponding data for keeping or replacing teachers * Data comparing percentage of temporarily certified, “needs improvement,” or out-of-field teachers at the school to district averages * Plan for filling vacancies, including   + Credentials, experience, and competencies required for turnaround teachers   + Criteria for teacher placement in turnaround schools   + Screening protocols and interview questions   + Hiring timeline   + List of highly-qualified candidates in pool * Evidence of recruitment and retention strategies, such as differentiated pay policy, pursuant to s. 1012.22, F.S. (Collective Bargaining Agreement, Memorandum of Understanding, or Letter of assurance of good-faith bargaining); tuition reimbursement or loan forgiveness; childcare; teacher induction program; peer mentoring; housing assistance; promotions or career paths, distributed leadership practices, more flexible work hours/conditions * District Professional Development System, pursuant to s. 1012.98, F.S. * School Improvement Plans aligned to Master Inservice Plan (MIP) * Teacher perception survey data (e.g., 5Essentials, AdvancEd) * Structures for collaborative planning: agenda, protocols, group norms, group facilitators * Structures for public teaching: co-teaching, recording lessons, observation and debriefing protocols, modeling * Observations of differentiated PD: traditional workshops, peer observation, mentoring opportunities, lesson study, team study groups, department study groups, action research projects * PD Monitoring protocols: conducting targeted observations focused on the implementation of learned strategies within classroom instruction, and providing descriptive feedback and coaching to strengthen targeted areas |

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| Ambitious Instruction |
| * Data management system(s) used to provide stakeholders with current student data; sample summary charts/graphs * District data review process and calendar * Revised district pacing guides * Revised school focus calendars * District and school data chat process, forms, and calendars * Assessment calendar with assessment titles listed * Evidence that assessment data can be disaggregated by subgroup * Evidence that progress monitoring assessments are predictive to statewide assessments   + Data from previous school year(s) showing correlation to performance on Florida’s statewide assessment   + Assessment company technical papers that illustrate correlation to Florida’s statewide assessment performance * DIAP, specifically responses in **I.B. Ambitious Instruction and Learning** and **III. Problem Solving** * SIPs, specifically responses in **I.E.1.b. Instructional Strategies** and **III. Problem Solving** |

# Examples of Artifacts (page 3 of 3)

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| Family and Community Engagement |
| * TOP-1 (stakeholder engagement) * Community Assessment Team (CAT) membership roster * CAT recruitment letter * Marketing materials demonstrating attempts to build interest in the turnaround process and explain the specific interventions * Stakeholder needs assessment * Stakeholder surveys regarding turnaround selection and analyses of results * School climate survey * Meeting calendars, agendas, sign-in sheets and minutes * DIAP, specifically the responses in **I.B. Stakeholder Involvement** * SIPs, specifically the responses in **I.B. Family and Community Involvement** * District and school Parental Involvement Plans (PIPs) * Volunteer hours reports (currently valued at $23.07/hour) * Dropout data * Business partner/community involvement reports * District parent guide * District policies pertaining to School Advisory Councils (SACs) * SAC bylaws and membership composition reports * Florida Healthy School District (FHSD) Self-Assessment * Title I, Part A application |

# Growth Stage Selections (page 1 of 3) [Enter District Name Here]

***Growth stages are cumulative.*** *For example, a rating of Operationalizing indicates the district is or has engaged in the majority of activities described in Emerging, Developing and Operationalizing.**Select the growth stage that most closely represents where the district falls on the growth continuum. When considering multiple turnaround schools in a system, there will likely be exceptions to the norm; use the boxes below to record notes on outliers to be explored.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Safe & Supportive Environment | | | | | |
| **Pre-Emerging ☐** | **Emerging ☐** | **Developing ☐** | | **Operationalizing ☐** | **Optimizing ☐** |
| Points of Strength | | | Opportunities for Growth/Refinement | | |
|  | | |  | | |
| Next Steps | | | | | |
|  | | | | | |
| Effective Leadership | | | | | |
| **Pre-Emerging ☐** | **Emerging ☐** | **Developing ☐** | | **Operationalizing ☐** | **Optimizing ☐** |
| Points of Strength | | | Opportunities for Growth/Refinement | | |
|  | | |  | | |
| Next Steps | | | | | |
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# Growth Stage Selections (page 2 of 3) [Enter District Name Here]

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| --- | --- | --- | --- | --- | --- |
| Professional Capacity | | | | | |
| **Pre-Emerging ☐** | **Emerging ☐** | **Developing ☐** | | **Operationalizing ☐** | **Optimizing ☐** |
| Points of Strength | | | Opportunities for Growth/Refinement | | |
|  | | |  | | |
| Next Steps | | | | | |
|  | | | | | |
| Ambitious Instruction | | | | | |
| **Pre-Emerging ☐** | **Emerging ☐** | **Developing ☐** | | **Operationalizing ☐** | **Optimizing ☐** |
| Points of Strength | | | Opportunities for Growth/Refinement | | |
|  | | |  | | |
| Next Steps | | | | | |
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# Growth Stage Selections (page 3 of 3) [Enter District Name Here]

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| --- | --- | --- | --- | --- | --- |
| Family and Community Engagement | | | | | |
| **Pre-Emerging ☐** | **Emerging ☐** | **Developing ☐** | | **Operationalizing ☐** | **Optimizing ☐** |
| Points of Strength | | | Opportunities for Growth/Refinement | | |
|  | | |  | | |
| Next Steps | | | | | |
|  | | | | | |