

## Key Takeaways in High School Turnaround

Communication With Staff	
<i>Staff Inclusion in Decision Making</i>	Include staff in committees and decision making as a way to ensure staff buy-in and provide the opportunity for important feedback.
<i>Multiple Forms of Communication</i>	To combat e-mail overload, ensure that important information is provided in multiple ways, such as in person, via e-mail, and on paper, and send out a weekly, bullet-point memo outlining the most important highlights for the week.
<i>Consistency and Follow-up</i>	A formal system for providing feedback and maintaining communication about follow-up is important to maintain staff involvement and buy-in.
Instructional Schedule	
<i>Staff Inclusion in Schedule Development</i>	When making decisions about the master schedule, include instructional staff on scheduling committees and in administering schoolwide surveys, and provide opportunities for feedback.
<i>Time for Instruction</i>	Balance instructional time to avoid overwhelming students with extended periods of inaction; 60-minute periods are less stressful for students while still allowing time for projects and in-depth analysis. Ensure that schedules allow for adequate intervention and enrichment time.
<i>Collaboration and Coordination of Staff</i>	Allow adequate time for staff to plan and collaborate on lesson plans, including with special education instructors and interventionists. A coteaching model can also provide students with individualized education programs a more cohesive structure than separate pullout sessions.
Teacher Training to Identify and Address Student Needs	
<i>Training Topics</i>	Staff should receive training to be more responsive to students' nonacademic needs as well as their academic needs because nonacademic needs can interfere with learning.
<i>Frequency of Training</i>	Dedicate time to regularly revisiting professional development topics to reinforce previous learning and dive deeper into content.
<i>Structure of Training</i>	Incorporate hands-on opportunities for active teacher involvement in trainings by providing time for teachers to actively engage in guided practice, examine student data or work, practice using protocols, or participate in other activities relevant to the particular training.
<i>Teacher Certifications</i>	Leaders should emphasize teacher credentials when making hiring decisions and offer opportunities for existing staff to obtain additional certifications.
<i>Peer-led Training</i>	Capitalize on the knowledge of existing staff by having them conduct whole-staff trainings or work with small groups of staff or individual teachers. This also develops staff members' leadership skills as they share their knowledge with their colleagues.
Identifying Student Needs	
<i>Formal Identification Process</i>	Create a formal process for teachers to quickly and easily flag students whom they notice are struggling. Online forms for teachers to reach out to SST members, along with frequently scheduled meetings, can provide a structure for quickly identifying students who need help.
<i>Collaboration Time</i>	Give teachers protected time in their schedules to regularly review student data across content and grade levels to identify student needs and necessary supports.
<i>Data Sources</i>	Regularly review many data sources, including discipline and social-emotional data in addition to performance and attendance data.
<i>Shared Data System</i>	Use a shared system, such as Google Sheets, Aspen, or another tracking database, for broader sharing of student progress and easier teacher identification of trends and student needs.

**Addressing Student Needs**

<i>SST Members and Communication</i>	Instructional staff should be included on SSTs with guidance and mental health staff. SSTs also should follow up with referring teachers regarding supports provided to their students, and teachers should be involved in discussions to determine whether the supports have been successful.
<i>Differentiation Consistency</i>	Ensure that all staff are familiar with appropriate differentiation strategies, and employ them effectively through regular meetings to ensure that all students are receiving the support they need for success.
<i>Monitoring</i>	Create a formal process for monitoring and providing follow-up on students receiving intervention, including assigning regular follow-up tasks to SST members and tracking actions on a shared spreadsheet.

**Schoolwide Student Behavior Plan**

<i>Communicate Expectations to Students</i>	Set aside time both at the start of the year and periodically throughout the year to review expectations with students.
<i>Establish a positive school-wide culture</i>	Focus on cultivating positive student characteristics and approach counterproductive behaviors as learning opportunities for students. Engage in conversations with students to get at the root cause of counterproductive behaviors.
<i>Involve Parents</i>	Treat parents as an asset. Parents can be engaged through phone calls or by bringing parents into the school for an in-person meeting.
<i>Use Discipline Data to Inform Decision Making</i>	Use discipline data to examine variations by teacher to identify those who have strong classroom management skills and can serve as exemplars for their colleagues, as well as those teachers who may be overwhelmed and may need support.

**Wraparound Services and External Partners**

<i>Designate a Coordinator of Wraparound Supports</i>	Consider establishing a new position or having an existing staff member take on wraparound coordinator responsibilities to ensure that all school staff know whom to contact when a student needs wraparound supports.
<i>Support Students in the College and Job Application Process</i>	Support students throughout the college and employment application process. Schools may want to consider leveraging existing community organizations to address these needs if they do not have the capacity to do so internally.
<i>Employ a Systematic Process to Assess Student Needs</i>	Dedicate a time for teachers, guidance counselors, or other staff to conduct a needs assessment of all students. Schools should consider identifying a primary teacher to lead this assessment for each student and also involve other staff members to ensure all perspectives and knowledge are included.
<i>Assess All Students' Needs Regularly</i>	Hold regular meetings dedicated to discussing struggling students. These meetings should include updates on previously discussed students to ensure that the services are meeting their needs, to make changes, or to stop services if the students' needs have been met. If classroom teachers are not a part of this meeting, communicate the status of students' needs and services to those teachers.
<i>Assess All of a Student's Needs</i>	Although a student may be referred based on one particular difficulty that he or she is experiencing, the student also may be facing other challenges that need to be addressed. Consider incorporating a questionnaire or assessment to examine all of the student's needs before settling on the required supports.