Research demonstrates that rapid school improvement hinges on strong leadership. School leaders who build and maintain momentum for rapid school improvement are an integral piece of the successful turnaround puzzle. The “Four Domains for Rapid School Improvement: A Systems Framework” from the Center on School Turnaround describes key areas of focus and related practices to assist states, districts, and schools in turnaround efforts. This infographic shares specific, research-based strategies turnaround leaders can use in order to support a comprehensive turnaround initiative.

**Domain #1: Turnaround Leadership**
- Set a compelling vision and clear goals.
- Engage and motivate a leadership team focused on student achievement.
- Identify and commit to 3 to 5 key priorities.

**Domain #2: Talent Development**
- Strategically hire staff with needed competencies to advance the school’s turnaround goals. Remove staff not working towards those goals.
- Offer professional learning that is clearly connected to the school’s turnaround priorities and that includes both teachers and leaders.
- Develop and share clear expectations for the roles and responsibilities of all staff, including instructional and non-instructional positions.

**Domain #3: Instructional Transformation**
- Provide time and set expectations for teachers to use data to drive instruction.
- Leverage knowledge and expertise in best instructional practices to ensure all students have access to the curricula and needed supports.
- Identify and address academic and non-academic barriers to student learning, and provide opportunities for advanced learning.

**Domain #4: Culture Shift**
- Design systems and supports that reinforce high expectations, recognize student and staff effort, and celebrate accomplishments.
- Establish a safe and trusting environment by inviting (and acting on) staff, student, family, and community input.
- Mobilize outreach to families to assess needs and enhance participation in supporting student learning goals.

---


This work was funded by the U.S. Department of Education’s Institute of Education Sciences (IES) under contract ED-IES-17-C-0006, with REL Mid-Atlantic, administered by Mathematica Policy Research. The content of the infographic does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.