

Introduction to the School Turnaround Principles

January 2018



Office of School Improvement

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
- 6. Every School and District is Rated “C” or Higher**

School Turnaround Principles

- The **School Turnaround Principles** are a collection of **research-based “best practices”** that provide guidance for meaningful and intentional change designed to increase student achievement in low-performing schools.



School Turnaround Principles' Rubrics



SCHOOL TURNAROUND PRINCIPLES

Office of School Improvement

For Priority and SIG Schools

Mississippi Department of Education



SCHOOL TURNAROUND PRINCIPLES

Office of School Improvement

For Focus Schools

Mississippi Department of Education

School Turnaround Principles

- Principle 1 Providing Strong Leadership
- Principle 2 Ensuring that teachers are effective and able to improve instruction
- Principle 3 Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
- Principle 4 Strengthening schools' instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards
- Principle 5 Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
- Principle 6 Establishing a school environment that improves school safety and discipline and addresses other nonacademic factors that impact student achievement, such as students' social, emotional, and health needs
- Principle 7 Provide ongoing mechanisms for family and community engagement
- Principle 8 Ensure that the school receives ongoing, intensive technical assistance and related support

School Turnaround Principles

School Turnaround Principles

The **indicators** are designed to answer these essential questions:

- Who? (*subject*)
- Does what? (*verb*)
- For what purpose? (*reason*)

The **behaviors** tell how the indicators look when fully implemented at the various stages.

School Turnaround Principles' Rubric

The overall school turnaround principle provides a topic.

Principle 1: Providing Strong Leadership

Indicators help to answer: *who, does what, for what purpose?*

Indicator 1.1 – Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives

Behaviors explain how the indicator looks at the various stages of implementation.

Behavior A - *The principal employs tools to create a mission and vision of the school. (beginning level of implementation)*

School Turnaround Principles' Rubric

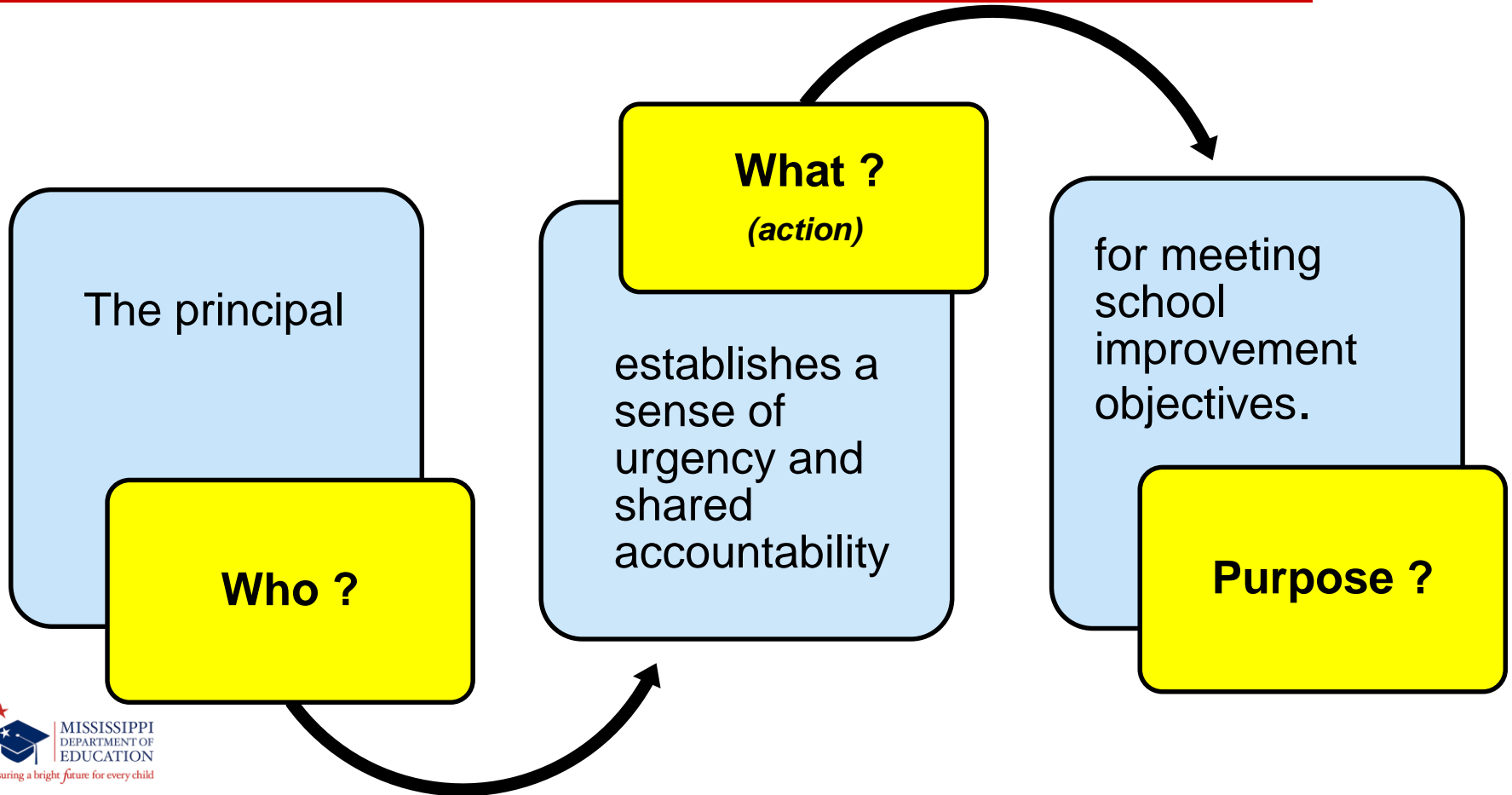
No Development	Beginning	Emerging	Effective	Exceeds Effective
	The principal employs tools to create a mission and vision for the school.	The principal ensures that the school's mission and vision actually drive decisions and informs the culture of the school.	The principal and staff members work together to make decisions that advance the mission and vision of the school and foster understanding among stakeholders	The principal and staff members engage in a dynamic process of continuous re-examination and refinement of the mission and vision of the school in order to develop the school's direction based on previous successes and challenges

Turnaround Principle 1:

Providing Strong Leadership

Indicator 1.1 – Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.

School Turnaround Principles



School Turnaround Principles

- Indicator 1.1 – Principal **establishes a sense of urgency** and **shared accountability** for meeting school improvement objectives.
- Five (5) behaviors address Indicator 1.1
 - Behavior A vision and mission
 - Behavior B action plan development
 - Behavior C data analysis processes
 - Behavior D professional learning
 - Behavior E holding others accountable

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Turnaround Principle 1: Providing Strong Leadership

- **Indicator 1.1**

- Behavior C

The principal facilitates conversations with staff about the use of data to improve school performance through systematic collection, analysis, and goal setting.

1. Key Terms
2. Best Practices / observable behaviors
3. Relevant Evidence

School Turnaround Principles

Key Terms	Best Practices / Observable Behaviors	Relevant Evidence
<ul style="list-style-type: none">• Facilitates conversation• Use of data• Systematic, collection, analysis, goal setting	<ul style="list-style-type: none">• Principal leading data meeting• PLC Meetings are instructionally focused and held regularly• Strategies have been implemented based on data• Goals have been set• Data analysis procedures are in place	<ul style="list-style-type: none">• Data Meeting agendas• Teachers are able to engage in “Data Talk”• Data analysis procedures are clearly outlined and utilized• Meeting minutes are reflective of data conversations with staff

Now, You Try It...



- As a group select an indicator to discuss.
- Use a notepad / chart paper to identify the following:
 - *Key Words*
 - *Best Practices / Observable Behaviors*
 - *Relevant Evidence*

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Turnaround Principle 2:

Ensuring that Teachers are Effective and Able to Improve Instruction

- **2.1** – LEA and school have **structured support systems for recruitment, placement, induction, and retention** of teachers and leaders who have the **skills** needed for school transformation.
- **2.2** – LEA and school **align professional development and evaluation systems** to improve instructional and leadership practices.

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Turnaround Principle 3:

Redesigning the School Day, Week, or Year to Include Additional Time for Student Learning and Teacher Collaboration

- **3.1** – Principal **ensures teachers maximize time** available for instruction.

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Turnaround Principle 4:

Strengthening Schools' Instructional Program Based on Student Needs

- 4.1 – Principal continuously **monitors** and teachers continuously **evaluate the effectiveness of curriculum, instruction, and assessment** to ensure that all students engage in the learning process.



School Turnaround Principles

Turnaround Principle 5:

Using Data to Inform Instruction and for Continuous Improvement, Including Providing Time for Collaboration on the Use of Data

- **5.1** – LEA and school **collect, monitor, and respond** to benchmark/interim data.
- **5.2** – LEA and school **align curriculum, instruction, and assessment** with state standards.

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Turnaround Principle 6:

Establishing a school environment that improves school safety and discipline and addresses other nonacademic factors that impact student achievement, such as students' social, emotional, and health needs.

- **6.1** – School **implements strategies and practices** to improve school culture and climate.

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Turnaround Principle 7:

Provide Ongoing Mechanisms for Family and Community Engagement

- **7.1** – School and teachers **engage families and communities** about children’s learning and **provide opportunities for input.**



School Turnaround Principles

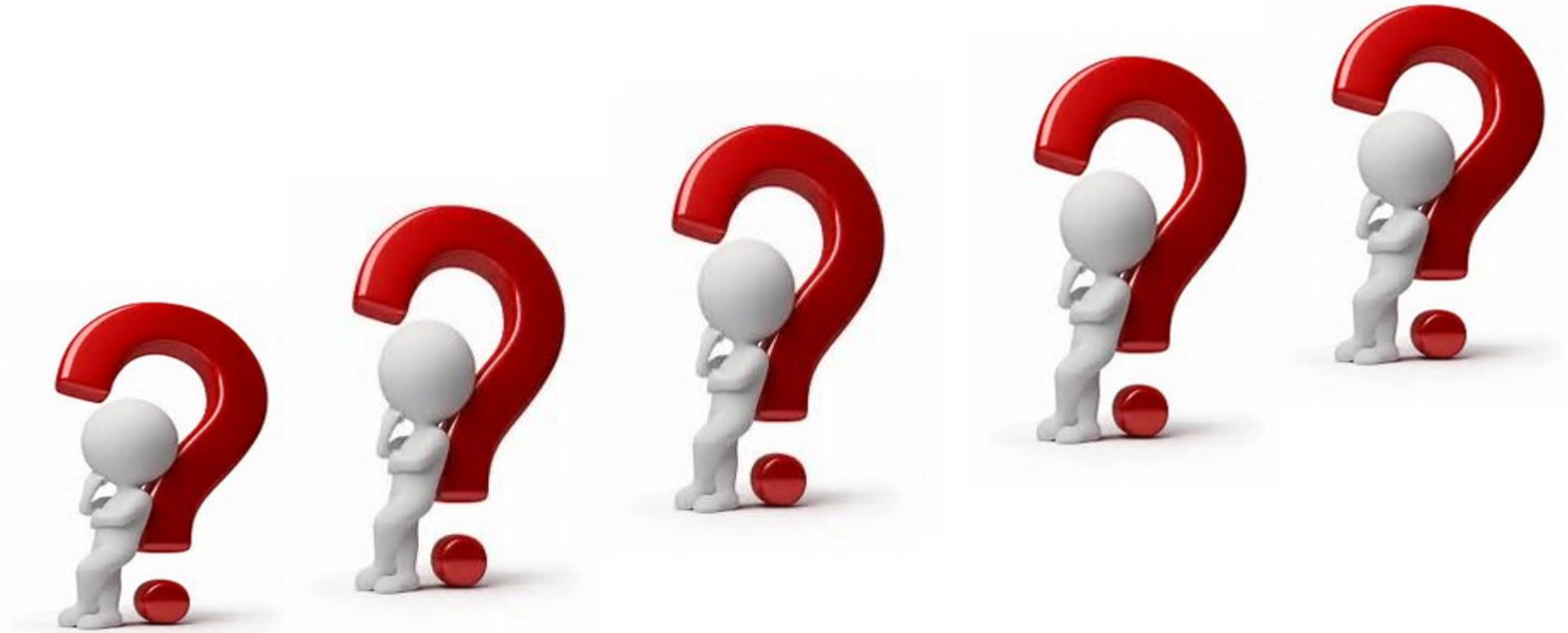
Turnaround Principle 8:

Ensure that the School Receives Ongoing, Intensive, Technical Assistance and Related Support.

- **8.1** – LEA and school **recruit, screen, select, and evaluate** external providers.
- **8.2** - School **aligns allocation of resources** (money, time, personnel) to school improvement.



Questions



School Improvement Contact Information

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