



# SCHOOL TURNAROUND PRINCIPLES

Office of School Improvement

For Schools At-Risk (SAR) Schools

Mississippi Department of Education

<b>Turnaround Principles</b>	
<b>Turnaround Principle 1</b>	TAP1: Providing Strong Leadership
<b>Turnaround Principle 2</b>	TAP 2: Ensuring that teachers are effective and able to improve instruction
<b>Turnaround Principle 3</b>	TAP3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
<b>Turnaround Principle 4</b>	TAP 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
<b>Turnaround Principle 5</b>	TAP 5: Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
<b>Turnaround Principle 6</b>	TAP 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
<b>Turnaround Principle 7</b>	TAP 7: Provide ongoing mechanisms for family and community engagement
<b>Turnaround Principle 8</b>	TAP 8: Ensure that the school receives ongoing, intensive technical assistance and related support

**Turnaround Principles are aligned to MCAPS Dimensions:** Dimension 1: Progress Monitoring, Dimension 2: Curriculum and Instruction, Dimension 3: Professional Development, Dimension 4: Family and Community Engagement, Dimension 5: School Context and Organization

**Indicators for Focus and Not Meeting AMOs Schools: 1.1, 1.4, 2.2, 5.1, 8.1, 8.2**

**Highlighted words or phrases are defined in the glossary. Words that are defined are only highlighted the first time they are used in the rubric.**

Turnaround Principle 1					
Indicator	Behaviors				
1.1	No Development -0	Beginning-1	Emerging-2	Effective-3	Exceeds Effective-4
<p>Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.</p> <p><i>MCAPS Alignment: Component of School Plan for not meeting AMO and inclusive across multiple areas</i></p>		<p>The principal employs tools to create a mission and vision for the school.</p> <p>The principal completes an <b>action plan</b> based on needs assessment results.</p> <p>The principal collects or receives data.</p> <p>The principal occasionally attends professional development.</p> <p>The principal believes that all students are capable, with appropriate supports, of succeeding in a challenging learning environment.</p>	<p>The principal ensures that the school’s mission and vision actually drive decisions and informs the culture of the school.</p> <p>The principal collaborates with the School Leadership Team (SLT) to develop an action plan based on needs assessment results.</p> <p>The principal makes data available to staff for review and reflection.</p> <p>The principal actively engages in professional development.</p> <p>The principal demonstrates evidence of high expectations for all students and includes both academic and behavioral supports.</p>	<p>The principal and staff members work together to make decisions that advance the mission and vision of the school and foster understanding among stakeholders.</p> <p>The principal, SLT and other stakeholders collaborate to develop an action plan based on needs assessment results that aligns with the school’s mission and vision. The principal holds himself/herself and others accountable for meeting the goals of the school’s action plan.</p> <p>The principal facilitates conversations with staff about the use of data to improve school performance through <b>systematic</b> collection, analysis and goal setting.</p> <p>The principal applies new learning from professional development to coach and support staff in implementing new strategies.</p> <p>The principal holds staff accountable for ensuring the success of each student.</p>	<p>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.</p> <p>The principal, SLT, staff and stakeholders can communicate the action plan and share responsibility for meeting its goals.</p> <p>Staff members rely on <b>action research</b> that includes the collection of data points, analysis, and goal setting as a result of data review.</p> <p>Staff routinely reflects and collaborates to strategically identify professional development opportunities and participants to advance the school action plan.</p> <p>Staff holds peers accountable for ensuring the success of each student.</p>

Turnaround Principle 1					
Indicator	Behaviors				
1.4	No Development -0	Beginning-1	Emerging-2	Effective-3	Exceeds Effective-4
<p>LEA and school have established active leadership teams to support implementation of the school improvement plan.</p> <p><i>MCAPS Alignment: Dimensions 2 &amp; 5</i></p>		<p>DLT organizes and manages leadership team activities. Principal manages School Leadership Team (SLT) activities.</p>	<p>The DLT and school administrators meet periodically to discuss the school's action plan and progress toward indicators.</p>	<p>The DLT and school administrators meet regularly to discuss the school's action plan and school operations to make decisions that enhance or adjust the school's action plan to address student needs.</p>	<p>The DLT, school administrators, and staff members work as a team in which distributed leadership is used and everyone is actively involved in key areas of decision making. The school administrators and staff meet during scheduled, specific times to make decisions and solve problems to meet the needs of all students.</p>

Turnaround Principle 2					
Indicator	Behaviors				
2.2	No Development-0	Beginning-1	Emerging-2	Effective-3	Exceeds Effective-4
<p>LEA and school align professional development and evaluation systems to improve instructional and leadership practices.</p> <p><i>MCAPS Alignment: Dimension 3</i></p>		<p>DLT and school administrators observe teachers.</p> <p>Staff rarely collaborates. For the most part, teachers plan and reflect independently.</p> <p>DLT and school administrators complete formal evaluations as required.</p> <p>School administrators are self-reflective and occasionally engage in leadership development opportunities.</p> <p>The DLT and school administrators design a schedule and process that includes common planning opportunities.</p>	<p>DLT and school administrators observe teachers. Teachers observe their peers in practice.</p> <p>Staff sometimes collaborates with peers and shares expertise for professional learning and improved practice.</p> <p>The DLT and school administrators develop a professional development plan based on evaluation results.</p> <p>School administrators are self-reflective and actively pursue leadership development opportunities.</p> <p>Staff shares instructional practices, lessons learned, and current challenges with peers during common planning opportunities. DLT and school administrators participate and support sharing opportunities.</p>	<p>DLT and school administrators observe teachers. Teachers observe their peers in practice for the purpose of giving and receiving feedback for improvement.</p> <p>Staff regularly collaborates with peers, shares expertise, and holds themselves accountable for professional learning and improved practice.</p> <p>The DLT, school administrators, and teachers collaborate to develop personalized professional development plans based on evaluation results.</p> <p>School administrators build staff capacity by encouraging and modeling a self-reflective culture and providing leadership development opportunities for staff.</p> <p>Practice is made public through the use of learning walks. DLT and school administrators participate and support learning walks.</p>	<p>DLT and school administrators observe teachers. All staff members solicit peer feedback in order to advance their own practice.</p> <p>Staff regularly collaborates with peers, shares expertise, and holds themselves and peers accountable for professional learning and improved practice.</p> <p>The DLT, school administrators, and teachers collaborate to develop personalized professional development plans based on evaluations and multiple data points including student data and personal professional growth.</p> <p>Staff have opportunities to build leadership skills and are empowered to demonstrate those skills in the school, district, and state.</p> <p>Practice is made public through the use of learning walks, both internal and external. DLT and school administrators participate and support learning walks.</p>

Turnaround Principle 4					
Indicator	Behaviors				
4.1	No Development -0	Beginning-1	Emerging-2	Effective-3	Exceeds Effective-4
<p>Principal continuously monitors AND teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.</p> <p><i>MCAPS Alignment: Dimensions 1 &amp; 2</i></p>		<p>The principal believes that all staff members, with support, are capable of creating a rigorous and challenging learning environment for all students.</p> <p>There is limited use of technology for instruction.</p> <p>There is limited use of student engagement strategies. Instruction meets the learning needs of some, but not all students.</p> <p>Teachers use a narrow range of assessment strategies and have limited understanding of their students' knowledge and skills.</p>	<p>The principal demonstrates evidence of high expectations for all staff that include routine conversations with staff regarding school standards for rigorous and challenging learning environments for all students.</p> <p>Teachers integrate and use technology in their instruction, directing students in collaborating through technology and modeling use of technology in ways similar to the working world.</p> <p>All teachers adopt an instructional framework of reading, writing, thinking and talking to make instruction more engaging for all students and to ensure a coherent and consistent student learning experience.</p> <p>Teachers use varied assessment strategies that elicit student thinking related to learning outcomes. Teachers have a more complete understanding of students' knowledge and skills.</p>	<p>The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.</p> <p>Teachers know when and how to use technology to support teaching and learning that maximizes students' development of critical-thinking and problem-solving skills. Teachers empower students to be creators/sharers of content.</p> <p>Teachers facilitate students' reading, writing, thinking and talking daily to develop a deep understanding of core academic concepts. Teachers regularly adapt resources and instruction to address learning differences in their students.</p> <p>Teachers use formative and summative assessment strategies and consistently offer feedback to students to improve learning outcomes. Teachers have a comprehensive understanding of students' knowledge and skills.</p>	<p>Staff collaborates with peers, shares expertise, and holds itself and peers accountable for the design and implementation of rigorous and challenging learning environments for all students.</p> <p>With technology, students learn content, discern reliability, apply information, think critically, solve problems, and innovate to demonstrate learning. Students help each other use technology in ways similar to work being done in the working world.</p> <p>Students are reading, writing, thinking and talking in every classroom every day, without explicit teacher direction, to advance collective and individual understanding of core skills and concepts.</p> <p>Teachers allow students to exercise choice in determining how to demonstrate learning outcomes. Teachers and students share a comprehensive understanding of students' knowledge and skills.</p>

Turnaround Principle 5					
Indicator	Behaviors				
5.1	No Development -0	Beginning-1	Emerging-2	Effective-3	Exceeds Effective-4
<p>LEA and school collect, monitor, and respond to benchmark/interim data.</p> <p><i>MCAPS Alignment: Dimension 2</i></p>		<p>The DLT and school administrators collect or receive data points and make data available for review and reflection.</p> <p>Data is used to identify student needs.</p>	<p>The DLT and school administrators meet regularly to review and adjust the school’s action plan based on the collection of data points and analysis.</p> <p>Instructional interventions are designed based on data from assessments.</p>	<p>DLT and school administrators, as well as, the school administrators and staff meet regularly to review and adjust the school’s action plan based on the collection of data points and analysis.</p> <p>District and school administrators and staff meet regularly to discuss students’ academic progress. Data is used to identify and implement the necessary supports for students.</p>	<p>DLT and school have a systematic process for examining data trends across multiple school years to develop long term goals consistent with the district’s strategic plan and the school’s action plan.</p> <p>District and school administrators and staff meet to analyze cohort trends to make instructional decisions.</p>

Turnaround Principle 6					
Indicator	Behaviors				
6.1	No Development -0	Beginning-1	Emerging-2	Effective-3	Exceeds Effective-4
<p>School implements strategies and practices to improve school culture and climate.</p> <p><i>MCAPS Alignment: Needs Assessment and School Culture and Climate</i></p>		<p>School adopts an evidence-based approach to improve climate and discipline focused on the teaching of positive behaviors, but is only partially implemented. School maintains a crisis intervention plan that is not rehearsed as required.</p> <p>There is a plan to develop relationships with the students, staff, and community partners and any higher education partners.</p>	<p>School adopts an evidence-based approach to improve climate and discipline that is multi-tiered and focused on the teaching of positive behaviors, but is only partially implemented. School maintains a crisis intervention plan that is not rehearsed as required.</p> <p>School and community partners have a plan in place to meet students' social and emotional needs. Implementation is in early stages.</p>	<p>School implements evidence-based approaches to improve school climate and discipline that are multi-tiered and focused on the teaching of positive behaviors. School maintains an up-to-date crisis intervention plan that is rehearsed as required. School attends to factors that make it more inviting and welcoming to students, parents and community.</p> <p>School and community partners collaborate to meet students' social and emotional needs. School-wide strategies are used to know students and their needs well. In addition, staff members meet regularly during scheduled times to discuss students' needs.</p>	<p>School implements evidence-based approaches to improve school climate and discipline that are multi-tiered and focused on the teaching of positive behaviors. School maintains an up-to-date crisis intervention plan that is rehearsed as required. School attends to factors that make it more inviting and welcoming to students, parents and community. School seeks out partnerships to promote and support positive school climate.</p> <p>School and community partners collaborate to meet students' social and emotional needs. This collaboration results in identification of ways in which the school provides service opportunities for mutual benefit. School-wide strategies are used to know students and their needs well. In addition, staff members meet regularly during scheduled times to discuss students' needs.</p>

<b>Turnaround Principle 7</b>					
<b>Indicator</b>	<b>Behaviors</b>				
<b>7.1</b>	<b>No Development -0</b>	<b>Beginning-1</b>	<b>Emerging-2</b>	<b>Effective-3</b>	<b>Exceeds Effective-4</b>
<p>School and teachers engage families and communities about children’s learning and provide opportunities for input.</p> <p><i>MCAPS Alignment: Dimension 4 &amp; Culture and Climate</i></p>		<p>Teachers provide limited feedback to students and families regarding student progress. Feedback is limited to grades and/or assignment completion.</p> <p>The school and teachers develop partnerships with families. Families have no opportunity to provide feedback.</p> <p>The school is developing a systematic process for engaging families and communities.</p>	<p>Teachers regularly provide feedback to students and families regarding progress on specific learning outcomes.</p> <p>The school and teachers develop partnerships with families. Families have limited opportunities to provide feedback.</p> <p>The school has a written systematic process in place to engage families and the community. The plan is not being implemented. The P-16 Community Engagement Council is in the initial stages of development.</p>	<p>Teachers provide feedback and collaborate with students and families in a manner that clearly communicates students’ strengths and provides specific guidance for continued development relative to learning outcomes.</p> <p>School includes families on advisory teams and parent-teacher organizations. Families provide input into school improvement through surveys and committee decisions and recommendations.</p> <p>The school has a systematic process in place to engage families and the community that is communicated and is fully implemented. The school has a P-16 Community Engagement Council that is operational, meets regularly and provides input into district and/or school operations.</p>	<p>Teachers, students and families have ongoing communication regarding progress toward learning outcomes and next steps. Students regularly report strengths and plans for continued development relative to learning outcomes to families in an age-appropriate manner.</p> <p>School includes families of advisory teams and parent-teacher organizations. Families provide input into school improvement through surveys and committee decisions and recommendations. Families are also involved in implementing school improvement decisions.</p> <p>The school has a systematic process in place to engage families and the community that is communicated and is fully implemented. The process is clearly outlined to all stakeholders. The school has a P-16 Community Engagement Council that is operational, meets regularly and provides input into district and/or school operations. The P-16 Community Engagement Council reviews relevant data that is provided by the school and/or district to develop policy recommendations to the school board that moves the school and district in a positive direction.</p>

<b>Turnaround Principle 8</b>					
<b>Indicator</b>	<b>Behaviors</b>				
<b>8.1</b>	<b>No Development -0</b>	<b>Beginning-1</b>	<b>Emerging-2</b>	<b>Effective-3</b>	<b>Exceeds Effective-4</b>
<p>LEA and school recruit, screen, select, and evaluate external providers.</p> <p><i>MCAPS Alignment: Not applicable</i></p>		<p>District has established a written protocol for recruiting, screening, and selecting external providers.</p> <p>Contracts do not contain measureable outcomes and external providers are not monitored and held accountable for meeting benchmarks as outlined in the contract.</p> <p>Some meetings are held with school administrators after site visits to provide feedback on services provided.</p>	<p>District has established written protocols however, inconsistent knowledge and/or implementation of established written protocol exist for recruiting, screening, and selecting external providers</p> <p>Contracts contain measureable outcomes but external providers are not monitored and held accountable for meeting benchmarks as outlined in the contract.</p> <p>Some meetings are held with school administrators and members of the SLT after site visits to provide feedback on services provided.</p>	<p>LEA and school establish and adhere to a written protocol for recruiting, screening, and selecting external providers (e.g., selection criteria, aligned to needs/goals).</p> <p>Contracts with external providers and outlines a scope of work establishing clear responsibilities for each party. The contract includes specific deliverables and benchmarks of progress toward achieving school improvement goals. The contract includes a process for progress reporting by external providers including how success is measured and reported at interim and final reporting periods. Evidence exists that the LEA and school monitor and evaluate the outcomes of services, including teacher input, and make adjustments based on data needed as defined in the contract.</p> <p>Meetings are held with members of the DLT and school administrators after each site visit to provide feedback on services provided. Quarterly round table meetings are held with DLT, SLT, and all external providers to gather and provide feedback on services provided, expected outcomes and goals as evidenced by data. Meeting agendas, minutes and sign-in sheets are maintained. District clearly addresses missed milestones and holds external provider accountable</p>	<p>LEA and school establish and adhere to a written protocol for recruiting, screening, and selecting external providers (e.g., selection criteria, aligned to needs/goals, specifications concerning consultant assignment, process for replacement of non-effective consultants, and termination of services not meeting the goals and benchmarks established.</p> <p>In addition to behaviors listed for effective implementation adjustments are made to the delivery of services and are made as a result of the review of interim data.</p> <p>Meetings are held with members of the DLT and SLT after each site visit to provide feedback on services provided. Ongoing round table meetings are held with district and school leadership teams, and all external providers to gather and provide feedback on services provided, expected outcomes and goals as evidenced by data. Meeting agendas, minutes and sign-in sheets are maintained. District clearly addresses missed milestones and holds external provider accountable.</p>

Turnaround Principle 8					
Indicator	Behaviors				
8.2	No Development -0	Beginning-1	Emerging-2	Effective-3	Exceeds Effective-4
<p>School aligns allocation of resources (money, time, personnel) to school improvement goals.</p> <p><i>MCAPS Alignment: Dimension 2 &amp; not meeting AMO</i></p>		<p>School's allocation of resources is not aligned to all school improvement goals or autonomy does not exist for allocating all available resources. The school has adequate facilities, staffing, and resources.</p> <p>The LEA completes the school budget.</p>	<p>School's allocation of resources is aligned to some school improvement goals and some autonomy does exist for allocating available resources. Allocated resources are expended in a timely manner. Facilities, staffing, and resources support the school's action plan.</p> <p>The LEA and principal meet to review and discuss the school budget prior to approval and have input in the final school budget.</p>	<p>School's program goal decisions are based on data and supported by the allocation of resources (money, time and personnel). Building-level autonomy exists for allocating all available resources for school improvement goals. Allocated resources are expended in a timely manner. Staffing reflects and supports the school's action plan. Teachers and students have access to resources that support the school's action plan.</p> <p>The LEA and school administrators meet on a scheduled basis to discuss the school budget and make revisions supported by data. The budget is revised as necessary to make decisions that exemplify a flexible use of resources in the best interest of students.</p>	<p>School's program goal decisions are based on data and supported by the allocation of resources (money, time and personnel). Building-level autonomy exists for allocating all available resources for school improvement goals. Allocated resources are expended in a timely manner. The school seeks out additional resources (money, time and personnel) beyond the school system. Staffing reflects and supports the school's action plan. Teachers and students have access to resources that support the school's action plan.</p> <p>The LEA and school administrators meet on a scheduled basis to review the school budget and make any necessary revisions informed by data and staff feedback. The budget is revised as necessary to make decisions that exemplify a flexible use of resources in the best interest of students.</p>

## Glossary

- **Action plan-** a comprehensive plan that explicitly addresses each of the turnaround principles. Plan should be based on Comprehensive Needs Assessment results and SMART goals oriented.
- **Action research-** In schools action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently. (edglossary.org)
- **Autonomy-** The practice of principals and teachers having the freedom to make decisions that further school improvement efforts and instructional practices.
- **Learning walks-**The learning walk can be defined as a brief, structured, non-evaluative classroom observation by the DLT, principal, and staff that is followed by a conversation between the observer and the teacher about what was observed.
- **MCAPS (Mississippi Comprehensive Automated Performance-based System)-** an online system where plans are housed that are required at the local level, i.e. the schoolwide plan (SWP)
- **Pipeline-** A leadership pipeline is used to create a systematic, visible system of identifying and developing potential turnaround leaders.
- **Professional time-** Professional time as defined by the Accountability Standards.
  - Each classroom teacher, excluding vocational teachers whose class periods exceed 50 minutes, has an unencumbered period of time during the teaching day to be used for individual or departmental planning.
  - If the school utilizes a traditional six-period or seven-period day schedule, the instructional planning time provided for secondary teachers is a minimum of 225 minutes per week, exclusive of lunch period. If the school utilizes any form of a modular/block schedule, the instructional planning time provided is a minimum of either 225 minutes per week or an average of 225 minutes per week per instructional cycle, exclusive of lunch period.
  - Instructional planning time for the elementary school teacher is no less than 150 minutes per week, exclusive of lunch period.
- **School administrators-** The school administrators are the principal and assistant principals.
- **Self-reflective-** A self-reflective practitioner reflects on his/her beliefs and behaviors with the intention of actively making changes to further school improvement efforts.
- **Systematic-** Systematic refers to having, showing, or involving a system, method, or plan to lead school improvement.
- **Teacher empowerment-**Teacher empowerment can be defined as investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach. (teacherhub.com)
- **Turnaround leader-** Key actions of turnaround leaders:
  - Initial Analysis and Problem Solving: Collect and analyze data, Make action plan based on data
  - Driving for Results: Focus on a few early wins in Year 1, Break organizational norms, Require all staff to change, Make necessary staff replacements, Focus on successful tactics, Resist touting progress as ultimate success
  - Influencing Inside and Outside the Organization: Communicate a positive vision, Help staff personally feel problems, Gain support of key influencers, Silence critics with speedy success
  - Measuring, Reporting and Improving: Measure and report progress frequently, Require decision-makers to share data and solve problems (ed.gov)