



TURNAROUND PRINCIPLE BASELINE ASSESSMENT

OFFICE OF SCHOOL IMPROVEMENT

Mississippi Department of Education

Turnaround Principle 1

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

MCAP Alignment: Component of School Plan for not meeting AMO and inclusive across multiple areas

<p>DLT Describe the mission and the vision of the school and how it has changed since the principal's tenure? How is it reflected within the school community? How do you promote a culture of shared accountability?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT Describe the mission and the vision of the school and how it has changed since the principal's tenure? How is it reflected within the school community? What decision(s) have you been able to implement this year that is/are different from last year, and what was your basis for this/these decision(s)? How is shared accountability promoted?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers Describe the mission and the vision of the school and how it has changed since the principal's tenure? How is it reflected within the school community? How are teachers involved in the decision-making at the school?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: systematic processes are in place to promote school's vision and mission across multiple stakeholder groups; systematic processes are in place to hold self and staff accountable (e.g. data analysis meetings, classroom observation schedule, continuously using data to guide school improvement efforts and systematic process for giving teacher feedback based on observations); newsletters</p>		

Turnaround Principle 1

Indicator 1.2: LEA has developed and implemented a plan to establish a pipeline of potential turnaround leaders.

MCAP Alignment: Not applicable

<p>DLT What procedures and processes are in place to develop potential leaders in the district? What opportunities do you provide to “grow” leaders?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT What procedures and processes are in place to develop potential leaders in the district? School? What procedures and processes are in place to develop potential leaders in the school? What opportunities do you provide to “grow” leaders?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers What procedures and processes are in place to develop potential leaders in the school? What leadership opportunities have you been provided by the school?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: written district/school level policy or plan for leadership development; interviewees’ description of policy or plan; strategic plan outlining sustainability efforts; documented relationships with local colleges/universities; and career ladder/pathway for developing leadership</p>		

Turnaround Principle 1

Indicator 1.3: LEA has developed and implemented policies and practices to support full and effective implementation of school improvement efforts, as necessary.

MCAP Alignment: Dimension 5

<p>DLT</p> <p>What policies and practices have been developed to support full and effective implementation of school improvement efforts/reform strategies? How were efforts/strategies identified, specifically regarding PD and instructional strategies/programs? How are policies and practices the same and/or different from last year? What evidence supported these decisions?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT</p> <p>What policies and practices have been developed to support full and effective implementation of school improvement efforts/reform strategies? How were efforts/strategies identified, specifically regarding PD and instructional strategies/programs? How are policies and practices the same and/or different from last year? What evidence supported these decisions?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers</p> <p>What policies and practices have been developed to support full and effective implementation of school improvement efforts/reform strategies? How were efforts/strategies identified, specifically regarding PD and instructional strategies/programs? How are policies and practices the same and/or different from last year? What evidence supported these decisions?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: documentation of policies and/or practices to support improvement efforts; documentation of PD activities aligned to improvement efforts and resources provided to the school; description of protocol utilized for determining needed PD; organizational chart; and master schedule reflecting increased learning time</p>		

Turnaround Principle 1

Indicator 1.4: LEA and school have established active leadership teams to support implementation of the school improvement plan.

MCAP Alignment: Dimensions 2 & 5

<p>DLT What is the role of this DLT and how often does it meet? Give specific examples of work the DLT has accomplished this school year as it relates to school improvement. How is the school's action plan different this year from last year? How does the DLT work with the school administrators?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT What is the role of this SLT and how often does it meet? Give specific examples of work this SLT has accomplished this school year as it relates to school improvement. How is the action plan different this year from last year? How does the DLT work with the administrators of this school?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers Who is on your school's leadership team? What is your understanding of your school's leadership team role/purpose? What decisions have resulted from your school's leadership team? Please share specific examples.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4

Possible evidence may include but is not limited to: meeting agendas with a results oriented focus and meeting minutes; scheduled meetings; constant focus on data; evidence of an active leadership team in place; staff members have a clear understanding of who serve on the leadership team and why

Turnaround Principle 2

Indicator 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.

MCAP Alignment: Dimension 2

<p>DLT Describe the LEA's procedures and processes for recruiting, placing, inducting, and retaining staff with the necessary skills to implement school transformation.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT Describe the school's process for recruiting, placing, inducting, and retaining staff with the necessary skills to implement school transformation.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers To the new staff ONLY: Describe what your interview was like. Who interviewed you? How did you hear about the vacancy for your position? Describe any support you have received from the district and school since you have been hired.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: board policies addressing recruitment and retention procedures; job announcements as advertised; evidence of induction process and meetings; interview protocols and procedures for interviewing; procedures for staff placement; and systematic process for teacher/staff evaluation and feedback</p>		

Turnaround Principle 2

Indicator 2.2: LEA and school align professional development and evaluation systems to improve instructional and leadership practices.

MCAP Alignment: Dimension 3

<p>DLT Describe the district’s process for conducting administrator and teacher observations and evaluations. How often does this occur? How are evaluation results used? What is the process for sharing feedback? Share an example of a professional development that was provided as a result of administrator and/or teacher evaluation results.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT Describe the school’s process for conducting teacher observations and evaluations. How often does this occur? How are evaluation results used? What is the process for sharing feedback? Share an example of a professional development that was provided as a result of evaluation results.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers How often do school administrators observe your instruction? How are you provided feedback? Share examples of feedback you have received from an observation or evaluation by your administrator. Are you observed by anyone else from the school or district? If so, how often has this occurred this school year? What kind of feedback did you receive?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: MTES (MSTAR); MPES; daily observation schedule; documentation of observations and feedback; evidence of professional development resulting from observation or evaluation results; peer observation schedule with structured feedback; study of data identifying common teacher and/or administrator needs; professional learning plans aligned to identified needs; teacher and/or administrator plans of improvement</p>		

Turnaround Principle 3

Indicator 3.1: Principal ensures teachers maximize time available for instruction.

MCAP Alignment: Dimensions 2 & 5

<p>DLT How do you ensure that you use every minute of instructional time? How does the superintendent ensure this is happening? How does the principal ensure this is happening?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT How do you ensure that you use every minute of instructional time? How does your principal ensure this is happening?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers How do you ensure that you use every minute of your instructional time? How does your principal ensure this is happening?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: evidence of minimal disruptions to the instructional day; increased learning time and process for monitoring its effectiveness; smooth transitions in classrooms and between classes; evidence of teaching from bell-to-bell throughout the building; lesson plans review schedule with feedback; minimal transition time in master schedule</p>		

Turnaround Principle 4

Indicator 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.

MCAP Alignment: Dimensions 1 & 2

<p>DLT How do you ensure there is a school-wide culture of high expectations? How does the DLT ensure this is being done? What is the district’s plan for assessing students, both formally and informally, and how are results used to ensure learning for all students? What technology is available for classroom instruction and support? How is it being used?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT How do you ensure there is a school-wide culture of high expectations? How do administrators ensure this is being done? How do administrators ensure active student engagement is incorporated daily in all classrooms? How are students assessed, both formally and informally, and how are results used to ensure learning for all students? What technology is available for classroom instruction and support? How is it being used?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers How do teachers communicate goals and expectations to students? How do you monitor student engagement in your classroom? How do you assess students, both formally and informally, in your classrooms and how is the data used to improve learning for all students? What technology is available for classroom instruction and support? How is it being used?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: evidence of continuous monitoring of instruction; systematic process for reviewing lessons and providing feedback; clear expectations and goals understood by all; evidence of authentic learning (i.e. student displays, student facilitated learning, active student involvement, teachers facilitate learning, and resources addressing learning differences); principal has and implements process to hold teachers accountable; technology is used purposefully to support teaching and learning; formative and summative assessment results are used to adapt lessons and activities for improved student learning</p>		

Turnaround Principle 5

Indicator 5.1: LEA and school collect, monitor, and respond to benchmark/interim data.

MCAP Alignment: Dimension 2

<p>DLT Describe the district's use of data, including how state and interim assessment results are used by principals/teachers to improve instruction for all students.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT Describe the school's use of data, including how state and interim assessment results are used by principals/teachers to improve instruction for all students.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers Describe how you use data, including how state and interim assessment results are used to improve instruction for all students.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: evidence of TST and/or data meetings; universal screener and benchmark assessment results; data wall; student progress charts; copies of annual goals; thorough description of how data is collected, analyzed and used; continuous cycle for monitoring and responding to data; collaboration between DLT and SLT regarding data and decisions; monthly data report to the DLT, staff, and school board</p>		

Turnaround Principle 5

Indicator 5.2: LEA and school align curriculum, instruction, and assessment with state standards.

MCAP Alignment: Dimension 2

DLT How do you ensure that instruction is aligned both vertically and horizontally with college and career standards?	Evidence:	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
SLT How do you ensure that instruction is aligned both vertically and horizontally with college and career standards?	Evidence:	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
Teachers How do you ensure that instruction is aligned both vertically and horizontally with college and career standards?	Evidence:	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
Implementation Specialist	Findings:	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: pacing guides; lesson plans reflecting linkages to curriculum; evidence of systematic process for revising pacing guides; ability to articulate process across grade levels; scheduled benchmark assessments aligned to standards; PLCs with documented minutes and agendas</p>		

Turnaround Principle 6

Indicator 6.1: School implements strategies and practices to improve school culture and climate.

MCAP Alignment: Needs Assessment and School Culture and Climate

<p>DLT Describe the school’s strategies and practices to improve culture and climate. How have you partnered with community groups to provide support services to students?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT Describe the school’s strategies for improving the culture and climate. How have you partnered with community groups to provide support services to students? What is the school’s behavior management plan? How is this plan the same or different from the district?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers Describe the school’s strategies for improving the culture and climate. What is the school’s process for handling constant class disruptions?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: evidence of multi-tiered system of support for behavior in place; community partnerships to support school culture and climate; site-based services for students; school adopter—school relationship, upkeep of facility, implementation of crisis intervention plan</p>		

Turnaround Principle 7

Indicator 7.1: School and teachers engage families and communities about children’s learning and provide opportunities for input.

MCAP Alignment: Dimension 4 & Culture and Climate

<p>DLT What is the district’s process for sharing data with families and communities? How are families and communities involved in the action planning process? Be specific.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT What is the school’s process for sharing data with families and communities? How are families involved in the decision making for school improvement goals and objectives? Be specific.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers What is the school’s process for sharing data with families and communities? How are families involved in the decision making for school improvement goals and objectives? Be specific.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: monthly communication to families and community; advisory councils; systematic process for sharing student’s progress; teacher collaboration with parents to establish mutual expectations of student</p>		

Turnaround Principle 8

Indicator 8.1: LEA and school recruit, screen, select, and evaluate external providers.

MCAP Alignment: Not applicable

<p>DLT Describe your process for selecting external providers. How do you evaluate the performance of the external providers? How do you ensure that external providers deliver intensive, ongoing assistance to support school reform strategies?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT Describe your process for selecting external providers. How do you evaluate the performance of the external providers? How do you ensure that external providers deliver intensive, ongoing assistance to support school reform strategies?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers Describe the type of support you receive from external providers. How are you involved in the type of support they provide to you? Tell me about discussions or feedback you have provided to the school administrators regarding the support you receive from external providers.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Possible evidence may include but is not limited to: RFPs; deliverables from providers; benchmarks of progress regarding services; systematic process for teacher and administrator feedback regarding provider’s services; quarterly roundtable discussions with DLT, school administrators, and all external providers; multidirectional feedback</p>		

Turnaround Principle 8

Indicator 8.2: School aligns allocation of resources (money, time, personnel) to school improvement goals.

MCAP Alignment: Dimension 2 & not meeting AMO

<p>DLT What student achievement data supports your allocation of resources? Is there an alignment between the budget plan and your student achievement data? Be specific.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>SLT What student achievement data supports your allocation of resources? Is there an alignment between the budget plan and your student achievement data? Be specific. Who is included in determining what the funds are used for? Share examples of this in action.</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Teachers How are resources allocated in this school? What role, if any, have you had in determining resources to use for your classroom and/or how funds would be used to support instruction for the school?</p>	<p>Evidence:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4
<p>Implementation Specialist</p>	<p>Findings:</p>	<input type="checkbox"/> No development-0 <input type="checkbox"/> Beginning-1 <input type="checkbox"/> Emerging-2 <input type="checkbox"/> Effective-3 <input type="checkbox"/> Exceeds Effective-4

Possible evidence may include but is not limited to: resources aligned to school goals; timely expenditures; allocation of money, time, and personnel that is reflective of and supported by data/comprehensive needs assessment results

Summary and Observations