

Office of School Improvement

School Turnaround Principles' Training

Quarterly Training - September 2016



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

©MDE – Board of Education Strategic Plan

State Board of Education Goals 5-Year Strategic Plan for 2016-2021

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- ✓ Every School and District is Rated “C” or Higher

Learning Targets

1. Develop an understanding of the School Turnaround Principles and the School Turnaround Rubric.
2. Identify best practices for improving schools through an on-going process of self-assessment, action planning, and reflection.

Housekeeping & Group Norms

- Participate
- Listen with an open mind
- Ask questions
- Work toward solutions
- Honor confidentiality
- Phone calls
- Restrooms
- Breaks
- Lunch
- Sharing



Icebreaker

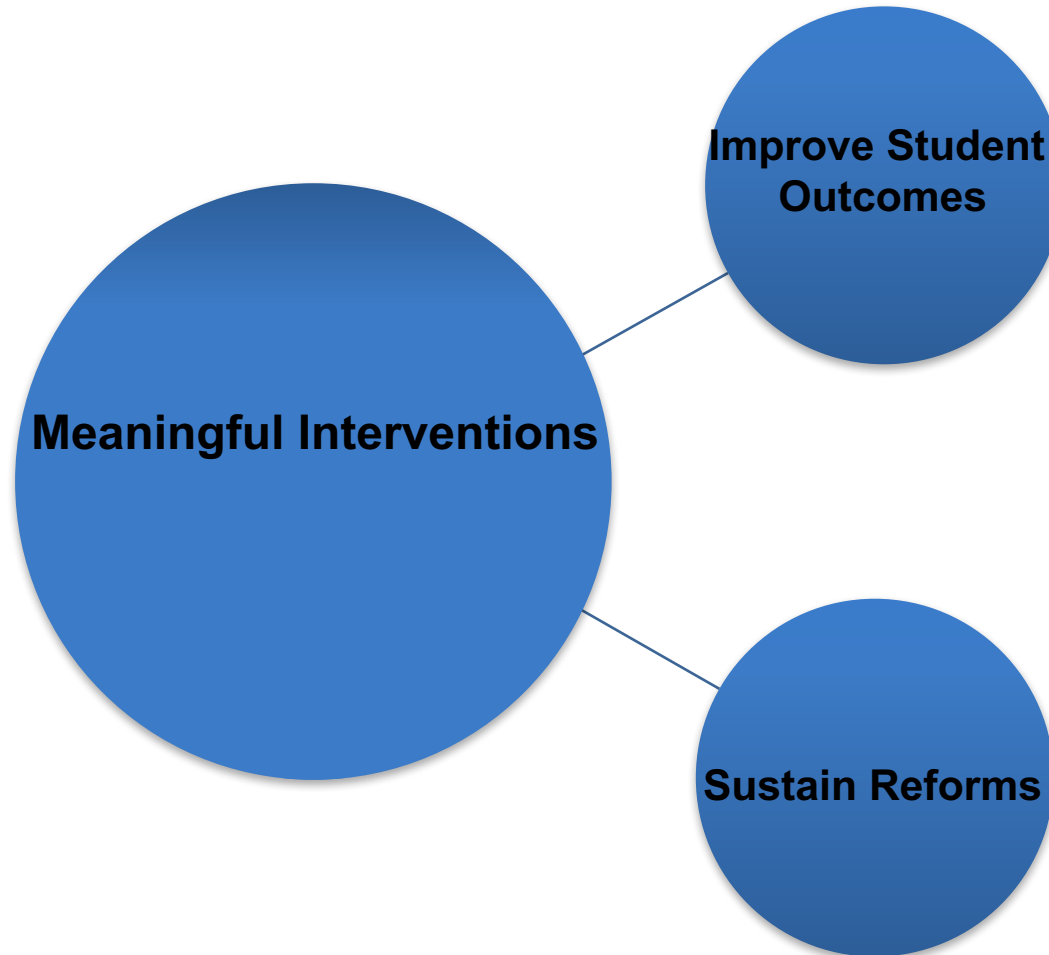
- Think of your personal characteristics, past experiences, attitudes and abilities.
- As you listen, think, “What can I bring to the table that could help this school?”
- Jot down your thinking as you reflect.



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





Turnaround Principles

**Providing Strong
Leadership**

Instruction

Use of Time

**Curriculum,
Instruction, and
Assessment**

Use of Data

**School Culture &
Climate**

**Family & Community
Engagement**

Staffing Practices



Focus / At-Risk Schools

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Indicators

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Indicators

School Turnaround Principles

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

- who (*subject*)
- does what (*verb*)
- for what purpose (*reasoning*)



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

Behaviors are organized as a progression:

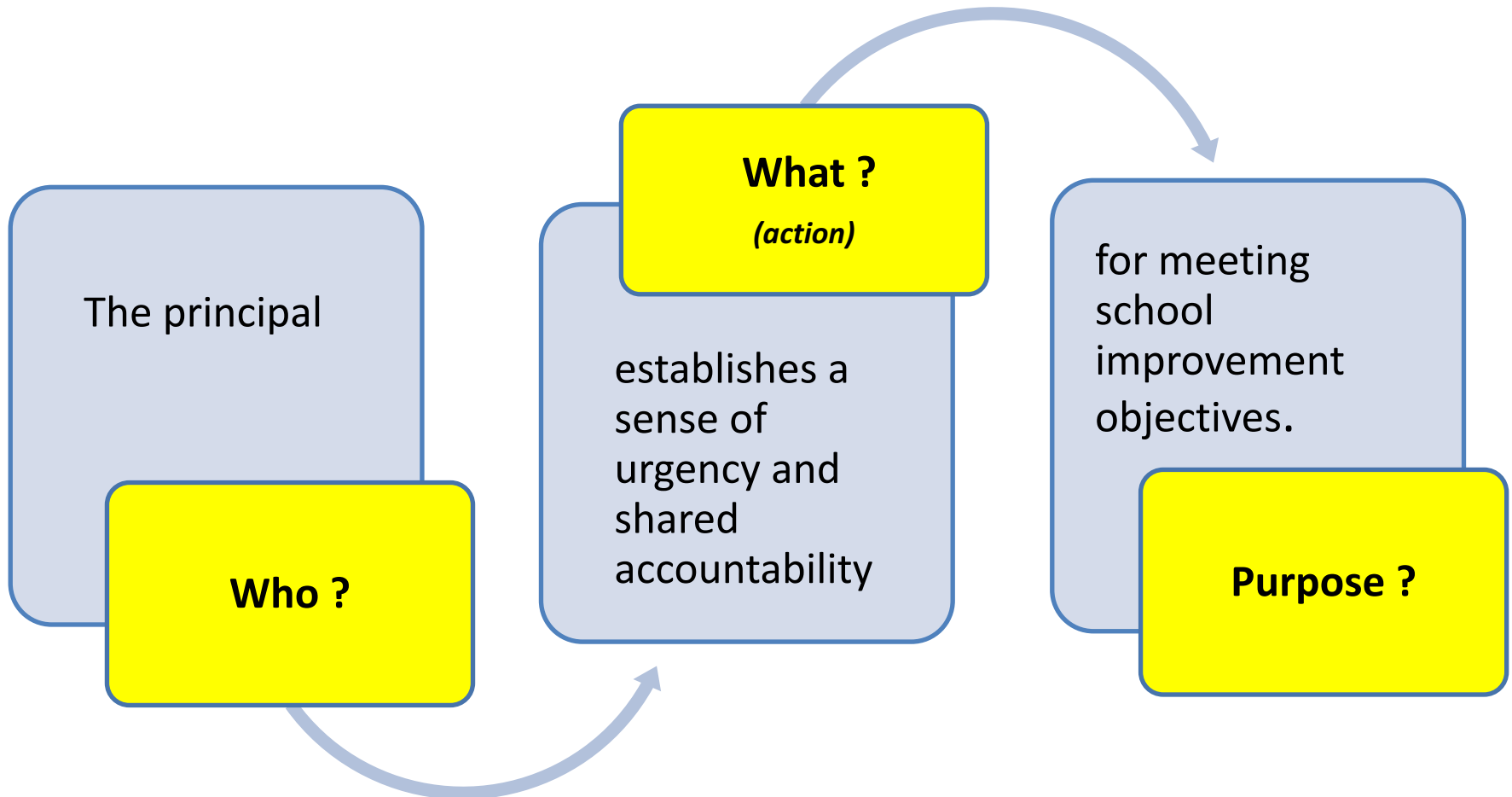
No Development	Beginning	Emerging	Effective	Exceeds Effective
	The principal employs tools to create a mission and vision for the school.	The principal ensures that the school's mission and vision actually drive decisions and informs the culture of the school.	The principal and staff members work together 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

School Turnaround Principles' Rubric

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:

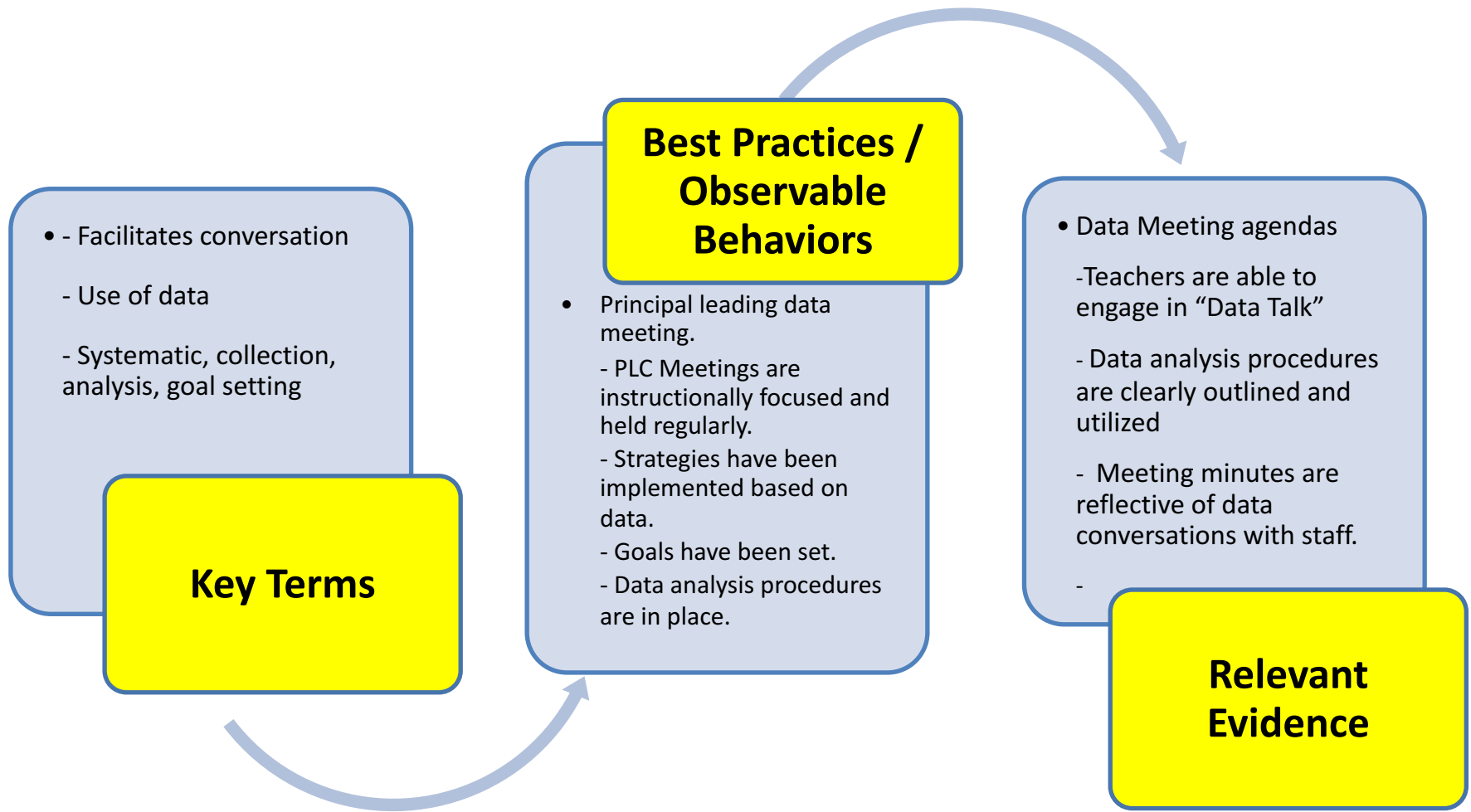
- Behavior A vision and mission
- Behavior B action plan development
- Behavior C data analysis processes
- Behavior D professional learning
- Behavior E holding others accountable

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



Turnaround Principle 1: Providing Strong Leadership

- 1.4 – LEA and school have **established active leadership teams** to support implementation of the school improvement plan



Turnaround Principle 1: Providing Strong Leadership

- **Indicator 1.4.**
 - Behavior A
 - » 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.
 1. Key terms
 2. Best practices / observable behaviors
 3. Relevant evidence

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.

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.

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.



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.

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.**

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.**

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.

School Turnaround

It Can Happen !!



- Questions
- Feedback



What squares with
my beliefs?

What's still
rolling
around in my
head ?

What do I
need to
change?

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