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| **Student and School Success Principle** | **School-Level Expected Indicators** | **District-Level Expected Indicators** | **District Evidence** |
| **Principle 1: Provide strong leadership by:** (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.  *TPEP: Teacher Criterion 1 (Expectations); Teacher Criterion 8 (Professional Practice); Principal Criterion 1 (Creating a Culture); Principal Criterion 3 (Planning with Data); Principal Criterion 5 (Improving Instruction); Principal Criterion 8 (Closing the Gap)* | **P1-IE06**: The principal keeps a focus on instructional improvement and student learning outcomes. | **P1-A:** The district reviews capacity of principals in schools required to implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort. | ***Required Evidence for All Districts with Priority and/or Focus Schools: Principle I – District Evidence Template (Upload to District “Document Upload” File on Indistar by October 30, 2015)***  **Examples of evidence for specific Indicators follow:**  **P1-A:** Principal Evaluation Process  **P1-B:** Human Resource (HR) policies addressing assignment of principal to P, F, or E school  **P1-C**:HR, budget/fiscal, and organizational policies and procedures, internal student and school success office |
| **P1-B:** The district ensures that an empowered change agent (typically the principal) is appointed to head the each school that needs rapid improvement. |
| **P1-C:** District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas. |
| **Principle 2: Ensure that teachers are effective and able to improve instruction by:** (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.  *TPEP: Teacher Criterion 2 (Instruction); Teacher Criterion 3 (Differentiation); Teacher Criterion 4 (Content Knowledge): Teacher Criterion 8 (Professional Practice); Principal Criterion 4 (Aligning Curriculum, Instruction, Assessment);*  *Principal Criterion 5 (Improving Instruction)* | **P2-IF11**: Professional development is aligned with identified needs based on staff evaluation and student performance.  *(Instructional Framework, CCSS, Multi-Tiered Framework)*  **P2-IF12**: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development.  *(Instructional Framework, CCSS, Multi-Tiered Framework)*  **P2-IF14**: The school sets goals for Professional Development and monitors the extent to which staff has changed practice.  *(Instructional Framework, CCSS, Multi-Tiered Framework)* | **P2-A:** District policy and practices ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts. | **Examples include:** Teacher certification levels, HR policies and procedures, incentives for placement |
| **P2-B:** The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans. | **Examples include:** HR policies and procedures, Memorandum of Understanding (MOU), Collective Bargaining Agreement (CBA) |
| **P2-C:** Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Action Plan and evolving needs. | **Examples include:** Professional Development (PD) calendar, school year calendar with job- embedded PD opportunities, assignment of instructional coaches |
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| **Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.**  *TPEP: Teacher Criterion 1 (Expectations); Teacher Criterion 8 (Professional Practice); Principal Criterion 1 (Creating a Culture); Principal Criterion 6 (Managing Resources);*  *Principal Criterion 8 (Closing the Gap)* | **P3-IVD05**: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.  *(Multi-Tiered Framework)*  **P3-IVD06**: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. | **P3-A:** The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles. | **Examples include:** Budget, school’s master schedule, CBAs, MOUs |
| **Principle 4: Strengthen the school’s instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.**  *TPEP: Teacher Criterion 1 (Expectations); Teacher Criterion 2 (Instruction);*  *Teacher Criterion 3 (Differentiation); Teacher Criterion 4 (Content Knowledge); Teacher Criterion 6 (Assessment);*  *Principal Criterion 3 (Planning with Data); Principal Criterion 4 (Aligning Curriculum); Principal Criterion 5 (Improving Instruction); Principal Criterion 8 (Closing the Gap)* | **P4-IIA01**: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.  *(CCSS, Instructional Framework)*  **P4-IIIA07**: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.  *(Instructional Framework, Multi-Tiered Framework, Smarter Balanced Assessments)*  **P4-IIA03**: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.  *(Multi-Tiered Framework)* | **P4-A:** The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models. | **Examples include:** Annotated literature review of research-based programs, *e.g.,* Instructional Framework (Danielson, Marzano, CEL 5D) and CCSS |
| **P4-B:** The district works with the school to provide early and intensive intervention for students not making progress. | **Examples include:** Early warning data system, assignment of intervention specialists and instructional coaches, master schedule with intervention time |
| **P4-C:** The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives. | **Examples include:** Interim assessment plan and master schedule with assessments, *e.g.,* Measures of Academic Progress (MAP), Mathematics and/or Reading Benchmark Assessments (MBA/RBA), Dynamic Indicators of Basic Early Literacy Skills (DIBELs), etc. |
| **Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data**  *TPEP: Teacher Criterion 3 (Differentiation); Teacher Criterion 6 (Assessment);*  *Teacher Criterion 8 (Professional Practice); Principal Criterion 3 (Planning with Data); Principal Criterion 6 (Managing Resources); Principal Criterion 8 (Closing the Gap)* | **P5-IID08**: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.  *(Instructional Framework, Multi-Tiered Framework, Smarter Balanced Assessments)*  **P5-IID12**: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.  *(Instructional Framework, Multi-Tiered Framework)* | **P5-A:** The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. | **Examples include:** District technology plan, data systems, professional development schedule, assignment of data support staff |
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| **Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.**  *TPEP: Teacher Criterion 3 (Differentiation); Teacher Criterion 5 (Learning Environment);*  *Principal Criterion 1 (Creating a Culture); Principal Criterion 2 (Ensuring School Safety);*  *Principal Criterion 6 (Managing Resources); Principal Criterion 8 (Closing the Gap)* | **P6-IIIC13**: All teachers reinforce classroom rules and procedures by positively teaching them. *(Instructional Framework)***P6-IIIC16**: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being) *(Instructional Framework)* | **P6-A:** The district implements state and federally aligned policies and procedures which guide, promote and assist school communities with academic, physical, social, emotional, and behavioral programs and practices that ensure a safe and supportive school culture and climate. | **Examples include:** Board policies/procedure and practices related to school safety, and promotion of positive school culture; district web or handbook with annual updated distribution to school community/families (and available to non-English speaking families) which outline district policies and procedures related to student safety including anti-bullying prevention; compliance with state/federal laws and reporting guidelines to CEDARS regarding school safety initiatives; annual perceptive surveys for parents, students and staff; professional development regarding safe and supportive schools and multi-tiered systems of support aligned with findings from perceptual surveys. |
| **Principle 7: Provide ongoing mechanisms for family and community engagement.**  *TPEP – Teacher Criterion 7 (Families and Community);*  *Principal Criterion 7 (Partnering with Community);*  *Principal Criterion 8 (Closing the Gap)* | **P7-IVA02**: The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families) and students.  **P7-IVA04**: The school’s Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).  **P7-IVA01**: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.  **P7-IVA13**: The LEA (district)/School has engaged parents and community in transformation process. | **P7-A:** The LEA (district)/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. | **Examples include:** Family notification letter; family and community section of website with relevant information for parents, families, and community; family involvement policy and procedure |
| **P7-B:** The LEA (district)/School has engaged parents and community in the transformation process. | **Examples include**: Family and community section of website with calendar of family and community meetings, agendas and minutes of family and community meetings |

**Glossary:**-**Turnaround Principles**: Meaningful interventions demonstrated to improve student achievement. Each Principle must be included in a Student and School Success Action Plan.   
-**School- and District-Level Expected Indicator**: High-yield, research-based behaviors and practices that support schools to increase educator capacity and boost student achievement. Each school’s Student and School Success Action Plan must include at least one Expected Indicator with S.M.A.R.T. Goals and associated tasks and timelines.