

Turnaround Principle 1			Teacher Effectiveness Domain Alignment	Principal Effectiveness Domain Alignment
Providing 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.				
School Leadership Teams				
ID01		A team structure is officially incorporated into the school turnaround plan and school governance policy. (2745)	4d	2.1
ID02		All teams have written statements of purpose and protocols for their operation. (2616)	4d	
ID03		All teams operate with work plans for the year and specific work products to produce. (38)	4d	
ID04	KEY	All teams prepare agendas and maintain minutes for their meetings. (2617)	4b	
ID06		The principal or designated staff member maintains a file of the agendas, work products, and minutes of all teams. (2618)	4b	
ID07	KEY	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)	4d, 4f	1.2
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff. (43)	4d, 4e, 4f	
ID10	KEY	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)	Domain 4 all	
ID11	KEY	Instructional teams are organized by grade-level, grade-level cluster, or subject-area. (2619)	4d	1.2
ID13	KEY	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)	4d, 4e 1e	
MTSS1.01	KEY	School and district leadership proactively support the essential components of the MTSS framework in the school and their decisions and actions work toward making the MTSS framework more effective. (1500)	4d 1a, 1b, 1c, 3d	
MTSS1.02	KEY	The Leadership Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving. (2753)	4d, 4e 1c, 1d 4f	2.5
The Role of the Principal				
IE05	KEY	The principal participates actively with the school's teams. (56)		2.1
IE06		The principal keeps a focus on instructional improvement and student learning outcomes. (57)		Domain 2
IE07		The principal monitors curriculum and classroom instruction regularly. (58)		2.4

IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)		3.3
IE09		The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)		3.3
IE10		The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)		6.2
IE13		The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)		5.2
Turnaround Principle 2				
Ensuring 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.				
Classroom Observations/Evaluation Systems				
IF01		The principal compiles reports (intended for the Leadership team) from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (2622)		1.2
IF02		The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)	4d, 4e, 4f	2.2
IF03		Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)	4e	3.3
IF04		Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)	4e	3.3
IF05		Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)	4a	3.3
IF06		Teachers are required to make individual professional development plans based on classroom observations. (70)	4e	2.5
IF07		Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)	4e	2.5
IF08	KEY	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)		2.5
IF10		The principal plans opportunities for teachers to share their strengths with other teachers. (74)		2.2, 3.3
MTSS1.03	KEY	All staff responsible for providing Tier I, II, and III interventions have been fully trained on the MTSS framework and on the evidence-based interventions used, and ongoing trainings is available as needed. (2755)	4e	2.5

MTSS1.04	KEY	All staff members, including new staff members, are trained and included in the MTSS process. (2747)	4e	2.5
MTSS1.05	KEY	School staff receive ongoing professional development on all assessments and assessment procedures. (2754)	4e	2.2
MTSS1.06		Staff believe that the purpose of MTSS is to prevent students from having academic and/or behavioral problems. (1499)	1b	4.3
Turnaround Principle 3 Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.				
J07		The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)		2.1, 2.2
J08		The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)		1.2
Turnaround Principle 4 Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.				
Curriculum				
IIA01		Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)	1e 1f	2.4
IIA02	KEY	Units of instruction include standards-based objectives and criteria for mastery. (89)	1c	2.4
IIB01	KEY	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)	1f, 1c	2.4
IIC01		Units of instruction include specific learning activities aligned to objectives. (96)	1e, 1c	2.4
IIC03		Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)	1d, 2e	3.4
IIIA01		All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)	1c, 1e	2.4
IIIA02		All teachers develop weekly lesson plans based on aligned units of instruction. (111)	1e, 1e, 1a	2.4
MTSS3.01	KEY	All core curricula and materials are evidence-based for the target population of learners. (1478)	1b, 1a	2.2
MTSS3.02		All teachers use student assessment data and knowledge of student readiness, learning preferences, language, and culture to offer students in the same class different teaching and learning strategies to address both academic and behavior needs of students. (2756)	1b	2.1
MTSS3.03		Tier II prevention is closely aligned with the core curriculum and complements the core instruction in academic and behavioral programs. (2757)	1c	

Instruction			
IIB04		Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)	3d 2.1
IIB05		All teachers re-teach based on post-test results. (95)	3d, 3e, 4a 2.1
IIIA07	KEY	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)	3d 2.1
IIIA08		All teachers review the previous lesson. (117)	3e, 4a 3.3
IIIA09		All teachers clearly state the lesson's topic, theme, and objectives. (118)	3a 3.3
IIIA10		All teachers stimulate interest in the topics. (119)	3c 3.3
IIIA11		All teachers use modeling, demonstration, and graphics. (120)	3b 3.3
IIIA13		All teachers explain directly and thoroughly. (122)	3a 3.3
IIIA14		All teachers use eye contact to maintain classroom awareness. (2624)	3c 3.3
IIIA15		All teachers speak with expression and use a variety of vocal tones. (124)	3c 3.3
IIIA16		All teachers use prompting/cueing. (125)	3b 3.3
IIIA17		All teachers re-teach when necessary. (126)	3e 3.3
IIIA18		All teachers review with class recitation. (2625)	3b 3.3
IIIA19		All teachers review with questioning. (128)	3b 3.3
IIIA20		All teachers summarize key concepts. (129)	3a, 3b 3.3
IIIA21		All teachers re-teach following questioning. (130)	3e 3.3
IIIA22		All teachers use open-ended questioning and encourage elaboration. (131)	3b 3.3
IIIA25		All teachers encourage students to paraphrase, summarize, and relate. (134)	3b 3.3
IIIA26		All teachers encourage students to check their own comprehension. (135)	3d 3.3
IIIA27		All teachers provide positive feedback to students. (2626)	3d 3.3
IIIA28		All teachers travel to all areas in which students are working. (137)	3d 3.3
IIIA31		All teachers interact instructionally with students (explaining, checking, giving feedback). (140)	2b, 3c 3.3
IIIA32		All teachers interact managerially with students (reinforcing rules, procedures). (141)	2c 3.3
IIIA35		Students are engaged and on task. (144)	3c 3.3
IIIB02		All teachers regularly assign homework based on school plan/policy. (2628)	4b, 4f 3.3
IIIB03		All teachers check, mark, and return homework. (152)	4b 3.3
MTSS3.04		Tier II interventions involve teacher-led small group instruction where the group size is optimal for the age and needs of the students. (2758)	3e, 1a, 3d 2.1
MTSS4.01		Tier II interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2759)	1a, 4a, 3d 2.2

MTSS4.02		Tier II interventions are well defined in terms of procedure, person(s) responsible, frequency, duration, and measurable outcomes. (2760)	1e	2.2
MTSS4.03		Tier II interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2761)	1e, 3d	2.2
MTSS4.04		Tier II interventions are in addition to the Tier I intervention. (2762)	3d, 1a	
MTSS4.05		Tier III interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2763)	1a, 4a, 3d	2.2
MTSS4.06		Tier III interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2764)	1e, 3d, 1a, 1b	2.2
MTSS4.07		Tier III interventions are more intense than Tier II interventions and are continuously adjusted and individualized to address the needs of each student. (2765)	1e, 3d, 1a, 1b	
MTSS4.08		Tier III interventions are in addition to Tier I interventions. (2766)	3d, 1e	
Assessment				
IIB02		Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)	3d	2.2
IIB03		Unit pre-test and post-test results are reviewed by the Instructional Team. (93)	3d, 4a	2.2
IIIA05		All teachers maintain a record of each student's mastery of specific learning objectives. (114)	4b	2.2
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)	3d, 4b	2.2
IIIA40		All teachers assess student mastery in ways other than those provided by the computer program. (149)	3d	2.2
MTSS2.01		Procedures are in place to ensure that the academic screening is conducted in a manner that ensures accuracy of the results and administered in a consistent manner in accordance with the developer guidelines. (1495)	1f 1a, 4b,4f	6.2
MTSS2.02	KEY	Instruments used for the screening are valid, reliable, and accurately predict which students are at risk of poor learning outcomes or challenging behaviors (e.g. CBM, DIBELS, office discipline referrals). (1475)	1f 4d	2.2
MTSS2.03		All students are screened with an academic assessment tool three times during the school year based on cut points and procedures. (1476)	4b 3d	2.2
MTSS2.04		Procedures are in place to ensure that the academic screening produces accurate results and is administered in accordance with developer guidelines. (1477)	1f 1a, 1b	6.2
MTSS2.05		Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to student needs. (635)	3d	2.1
MTSS2.06		Progress monitoring assessments are conducted bi-weekly for those receiving strategic academic instruction and weekly for those receiving intensive academic instruction. (2751)	3d, 4b	2.2

Turnaround Principle 5				
Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.				
IID02	KEY	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)	4b 3d	1.2, 2.4
IID03		Teachers receive timely reports of results from standardized and objectives-based tests. (101)	3d	2.2
IID06		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)	1c,4a, 4b, 4d	1.1
IID07	KEY	The Leadership Team monitors school-level student learning data. (105)	4b, 4a, 4d	1.2
IID08		Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)	4b, 4a, 4d	2.1, 2.4,
IID09		Instructional Teams use student learning data to plan instruction. (107)	1e, 4d, 3d	2.1, 2.4
IID10		Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)	3d	2.1, 2.4
IID11	KEY	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (2623)	3d, 4d	
MTSS5.01		Criteria are established for all Tier III students and progress monitoring data is compared to the learning trajectory to determine the degree to which the student is making adequate progress. (2767)	3d, 1e, 4a	
MTSS5.02	KEY	Evidence documents that the tools used for progress monitoring are valid, reliable, and accurately measures students' academic and/or behavioral development. (1493)	3d, 1a	
MTSS5.03		The framework includes a well-defined mechanism for making data-driven decisions regarding the placement of students in the appropriate prevention levels, with a process that includes broad base of stakeholders and includes clear criteria and guidelines for placing students in each prevention level beyond Tier I prevention. (2768)	1b, 1c, 1d, 4d	
MTSS5.04		Screening, progress monitoring, and other assessment data are used to inform instructional practice at all levels with the goal that instruction is effective with the vast majority of students served. (1497)	1b, 3d, 1a, 1e	
MTSS5.05		Data are analyzed, decisions are made, and students receive appropriate intervention in a timely manner. (1498)	3d, 4a, 1d, 1e	

Turnaround Principle 6				
Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.				
IIIA33		All teachers interact with students to build positive relationships. (2627)	2a, 2b, 4f	4.1
IIIC01		When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)	1e, 2c, 3c	
IIIC04		Students raise hands or otherwise signal before speaking. (159)	2c	4.3
IIIC05		All teachers use a variety of instructional modes. (160)	1e, 3e, 3a, 3b, 3c, 3d	6.1
IIIC06		All teachers maintain well-organized student learning materials in the classroom. (161)	2e	
IIIC08		All teachers display classroom rules and procedures in the classroom. (163)	2d	4.3
IIIC09		All teachers correct students who do not follow classroom rules and procedures. (164)	2d	4.3
IIIC10		All teachers reinforce classroom rules and procedures by positively teaching them. (165)	2c	4.3
IIIC12		All teachers engage all students. (2630)	2b, 3c, 3a, 3b, 3d, 3e	
Turnaround Principle 7				
Providing ongoing mechanisms for family and community engagement.				
IE12		The principal personally engages parents and the community in the turnaround process. (2746)		5.1
IIIB01		All teachers maintain a file of communication with parents. (150)	4c	5.2
IIIB06		All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)	4c	
IG01	KEY	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)	4c	5.2
CM2.1	KEY	Teachers are familiar with the curriculum of the home (what parents can do at home to support their children's learning) and discuss it with them. (3573)	4c	5.1
ED5.1	KEY	Professional development programs for teachers include assistance in working effectively with families and community. (3574)	4e	5.3
GR1.1		The school's Parent Involvement Policy includes a vision statement about the importance of family-school partnership in a school community. (3572)		5.1
CM1.1		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, and students. (3576)		5.2

CT3.2		The school team annually conducts a “walk-through” the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (3575)	4d	5.2
MTSS6.01		The MTSS framework includes an implemented mechanism for keeping parents/guardians of students receiving both Tier II and Tier III intervention fully informed of the intervention and the progress of their child, and parents are actively engaged in supporting the MTSS framework. (2769)	4c	

**Indicator 3575 (CT3.2) does not have a Wise Ways research prepared at this time. It should be developed soon and will be placed in the system.