



Turnaround Plan Template

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Turnaround Plan Cover Sheet

District:

School:

Turnaround Plan

Superintendent's Signature: _____

Date of Submission to Local Stakeholder Group: _____

Date of Submission to School Committee: _____

Date of Submission to ESE: _____

Year of Designation: _____

Year Eligible for Exit: _____

SECTION I: Executive Summary

SECTION II: Turnaround Practices for the School and District

Turnaround Practice #1:
Leadership, shared responsibility and professional collaboration

<i>Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support</i>

Benchmarking Progress:
Leadership, shared responsibility and professional collaboration

Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Interim Benchmarks for Teachers/Practitioners	1. 2. 3.
Interim Benchmarks for Students	1. 2. 3.

Turnaround Practice #2:
Intentional practices for improving instruction

<i>Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support</i>

Benchmarking Progress:
Intentional practices for improving instruction

Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Other MAGs 3 required by statute: 1. Student acquisition of twenty-first century skills 2. Development of college readiness 3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable	1. 2. 3.
Interim Benchmarks for Teachers/Practitioners	1. 2. 3.
Interim Benchmarks for Students	1. 2. 3.

Turnaround Practice #3:
Student-specific supports and instruction to all students

<i>Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support</i>

Benchmarking Progress:
Student-specific supports and instruction to all students

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Interim Benchmarks for Teachers/Practitioners	1. 2. 3.
Interim Benchmarks for Students	1. 2. 3.

Turnaround Practice #4:
School Culture and Climate

<i>Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support</i>

Benchmarking Progress:
School Culture and Climate

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Other MAGs <u>7 required by statute:</u> 1. Parent and family engagement 2. Building a culture of academic success among students 3. Building a culture of student support and success among school faculty and staff 4. Student attendance, dismissal rates, and exclusion rates (a measure is needed for each of these three items) 5. Student safety and discipline 6. Student promotion and dropout rates 7. Graduation rates (high schools only)	1. 2. 3. 4. 5. 6. 7.
Interim Benchmarks for Teachers/Practitioners	1. 2. 3.
Interim Benchmarks for Students	1. 2. 3.

SECTION III: Financial Plan

Identify elements of the plan contingent upon SRG funding, their anticipated cost, and the actions that the school and district will take if funds are not available. Add rows as needed.

Strategy/Expenditure	Anticipated Cost	What will you do if SRG funding is not available?
	\$	
	\$	
	\$	
	\$	
	\$	

SECTION IV: Local Stakeholder Group Roster and Recommendations

Affiliation (per state law)	Local Stakeholder Group Member Name
ESE designee	1.
School committee chair/designee	2.
Union president/designee	3.
Administrator from the school (Superintendent choice)	4.
Teacher from the school (faculty choice)	5.
Parent from the school (parent association)	6.
Social service representative (Superintendent choice)	7.
As appropriate, workforce development agencies (Superintendent choice)	8.
EEC rep or DHE rep (EEC commissioner or secretary choice)	9.
Community member (chief executive of town choice)	10.
Other:	11.
Other:	12.
Other:	13.

Attach or list here Local Stakeholder Group’s final recommendations:

SECTION V: Changes in Policy and Strategies to Consider under State Law

Check all that apply, and attach a copy of the revised collective bargaining agreement or Joint Resolution Committee decision.

Curriculum and Instruction

- Expand, alter, or replace curriculum:** The Superintendent may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses
- Expand use of time:** The Superintendent may expand the school day or school year or both of the school
- Add Kindergarten or pre-Kindergarten:** The Superintendent may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

Financial and Asset Management

- Reallocate school budget:** The Superintendent may reallocate the uses of the existing budget of the school
- Reallocated district budget:** The Superintendent may provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district. (If the school receives funding at least equal to the average per pupil funding, with the approval of the School Committee, the Superintendent can direct additional funds to the school.)

Human Resources

- Attract and retain leaders and teachers:** The Superintendent may provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan
- Make staffing changes:** The Superintendent may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications
- Implement new systems:** The Superintendent may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure
- Leadership development:** The Superintendent may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

Professional Development and Collaboration

- Embedded professional development:** The Superintendent may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback
- Expanded teacher planning time:** The Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

Leadership and Governance

- Change Collective Bargaining and Policies:** The Superintendent may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced
- Change District Policies:** The Superintendent may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school

Additional Strategies

- Study best practices:** The Superintendent may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school
- Address mobility and transiency:** The Superintendent may establish strategies to address mobility and transiency among the student population of the school
- Additional strategies:** The Superintendent may include additional components based on the reasons why the school was designated as underperforming and the recommendations of the local stakeholder group

SECTION VI: School Redesign Grant (SRG)

If a school is newly declared Level 4 and, with its district, plans to apply for a School Redesign Grant, please indicate which federal turnaround model is likely be utilized. While confirmation of this will come later, checking a box below will indicate the model the school and district plan to use as of the date of submission of this Turnaround Plan.

- Turnaround
- Transformation
- Restart
- Closure

Potential new SIG models (See *Turnaround Plan Guidance* document for this section.)

- Whole-school reform
- State-Determined
- Early learning