

Turnaround Plan:  
Instructions and  
Planning Template



## Overview

State law<sup>1</sup> requires the Superintendent, in consultation with a local stakeholder group and school leaders, to develop a Turnaround Plan for each identified Level 4 school. The Superintendent must submit the Turnaround Plan(s) to the Department of Elementary and Secondary Education (ESE) for review by the Commissioner, who may choose to approve the Turnaround Plan for up to 3 years. State law requires that districts use a process for developing a Turnaround plan that consists of specific steps and timelines, detailed in Appendix A, Timeline and Process for “Underperforming” Schools: *An Active Relative to the Achievement Gap* (M.G.L. Ch 69, Section 1J.)

The enclosed Turnaround Plan template has been designed to guide districts in submitting a plan to the Commissioner that meets state law and serves as an initial planning document for school turnaround efforts. State law provides Superintendents and districts with considerable flexibility to make changes to policies, conditions, and school-level practices as needed to drive dramatic improvement and close the achievement gap. Superintendents and local stakeholder group participants are encouraged to take advantage of the options for changes in policy and strategies listed in state law and to use those changes as necessary to contribute to a successful turnaround effort and a decrease in the achievement gap. The options for changing policies and strategies listed in law are listed in Section III of the Turnaround Plan template.

**Alignment with School Redesign Grant (SRG) application:** The Turnaround Plan template is aligned with the School Redesign Grant (SRG) application, so that districts that choose to apply for federal school improvement funds can use the Turnaround Plan as an outline for a more detailed SRG proposal that is competitively reviewed. Please note that a school’s eligibility for SRG program funds requires that the district select one of the four listed intervention models<sup>2</sup> to be implemented in the school. To the extent possible, the enclosed guidance explicitly links the Turnaround Plan content with the federal SRG program requirements to underscore that some of the actions taken through the Turnaround Plan process may be necessary in order for the district to submit a competitive and approvable SRG proposal.

You may choose to submit your state Turnaround Plan in another format if another is more compatible with your district’s current strategy for school improvement. However, the Turnaround Plan must meet state law and address the components outlined in this template.

**All Level 4 information** is accessible at: <http://www.doe.mass.edu/sda/framework/level4/>

**All School Redesign Grant information** is accessible at: <http://www.doe.mass.edu/sda/turnaround/>

---

<sup>1</sup> An Act Relative to the Achievement Gap

<sup>2</sup> Transformation, Turnaround, Restart, or Closure

## Turnaround Plan: Section II. Setting Priority Areas to Drive Turnaround Efforts

### Directions

Turnaround Plans should be no more than 20 pages of text (not including measurable annual goals and appendices) and be submitted along with a cover page from the superintendent. Specific instructions for completing each section of the template are included at the beginning of each section. The cover page should include the name of the district and school, the Superintendents' signature, and the date of the submission of this proposed Turnaround Plan to the School Committee and the Local Stakeholder Group. The Turnaround Plan and cover page should be submitted electronically to [TurnAroundPlan@doe.mass.edu](mailto:TurnAroundPlan@doe.mass.edu). Within a week after electronic submission, submit a paper copy with original signatures to:

Eva Mitchell, Associate Commissioner  
Center for District and School Accountability  
Department of Elementary and Secondary Education (ESE)  
75 Pleasant Street, Malden, MA 02148-4906

### Due Date

Turnaround Plans should be submitted to ESE and the School Committee within 30 days after the local stakeholder group submits its recommendations. Districts are responsible for notifying ESE when the local stakeholder group has submitted recommendations. Exceptions in the law allow for additional days after local stakeholder group recommendations are made if time is needed for good faith bargaining and/or the joint resolution committee process.

For clarification regarding the setting of a submission due date or other questions regarding the timeline and process, call **Erika Werner at 781-338-3555**.

### Approval Process

The approval process consists of three steps, intended to ensure that the Turnaround Plan meets state law and to provide assistance to districts and schools in initiating successful turnaround efforts.

1. **Document Review:** The submitted Turnaround Plan(s) will be assessed against the enclosed *Turnaround Plan Review Criteria*. As part of the document review, ESE will identify issues that require clarification regarding compliance with state law or other issues related to the viability of the Turnaround Plan.
2. **Turnaround Presentation and Conversation:** During the 30 days from the time the Plan is submitted to the date the Commissioner provides a listing of proposed modifications, ESE will schedule a **half-day onsite visit with the district** to learn more about the proposed Turnaround Plan. The half-day visit will consist of a formal presentation by district and school representatives followed by a collaborative conversation between ESE and district staff about data on school performance and why the priorities and strategies listed in the plan are seen as key levers for change.
3. **Commissioner Proposed Modifications:** Within 30 days from submission, the Commissioner will send the superintendent his decision regarding approval or modifications, based primarily from the information gathered through the Turnaround Presentation and Conversation. After submission of the final Turnaround Plan to the Commissioner for approval, the Commissioner may decide to authorize the Plan for up to 3 years.

### Level 4 Exit Criteria

ESE has established three categories in which schools will have to meet set criteria in order to exit Level 4 status. The exit criteria categories are: (1) meeting Measurable Annual Goals (MAGs) for student achievement and growth, (2) progress in implementing key school-level conditions for school effectiveness; (3) evidence that the district systems of support are sufficiently developed to sustain the progress. The sections of the Turnaround Plan that correspond to the exit criteria are Section II, Section III, Parts 1 and 2; and Section IV, Measurable Annual Goals.

## Turnaround Plan: Instructions In Brief

The Turnaround Plan includes seven (7) sections, as listed below. Additional instructions for completing each section are included in the template.

### SECTION I: Executive Summary

*Instructions: Provide a brief, one-page executive summary of the proposed Turnaround Plan that provides a vision for where the Level 4 school will be in three years, the theory of action upon which the Turnaround Plan is based, and key priorities and strategies that form the basis for the Turnaround Plan.*

### SECTION II. Setting Priority Areas for Turnaround

*Instructions: Building upon the recommendations of the local stakeholder group and the district's analysis of relevant data, identify between 3 and 5 **core issues, or central challenges**, that must be addressed for the school to engage in successful turnaround- translate these **into priority areas for turnaround**. Please use the text boxes beginning on page 6 to record your core issues and priorities.*

### SECTION III: School-level Turnaround Strategies

*Instructions: Building directly upon the priority areas for turnaround identified in Section I, list the specific strategies (e.g., new or different policies, practices, and programs, including use of external partners) that will be employed to address each priority area.*

### SECTION IV: District Systems and Policies to Support Turnaround Efforts

*Instructions: Section III has three parts.*

*Part 1. Identify which of the changes in policy, practices or programs, as suggested in the state law, are needed and will be used to implement the school's Turnaround Plan.*

*Part 2. Provide a detailed description of how the district will support and monitor the implementation of planned turnaround efforts.*

*Part 3. Describe other district strategies or changes in policy that will be used by the district to support turnaround efforts, and that have not been listed or described in Parts 1 and 2.*

### SECTION V: Measurable Annual Goals

*Instructions: Provide specific targets for the school's performance as required by state law.*

### SECTION VI: Local Stakeholder Group Roster

*Instructions: List participants as required by state law. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings.*

### SECTION VII: Union Engagement

*Instructions: Describe the engagement with local unions and the result of any collective bargaining and/or joint resolution committee decision (including dates of collective bargaining meetings and meetings of joint resolution committees, if any.)*

## Materials and Resources

Turnaround Plan Template

Appendix A: Timeline and Process for "Underperforming" Schools

Appendix B: Required Turnaround Plan Actions

Appendix C: Guidance on Linking the Turnaround Plan with the SRG application

Appendix D: Turnaround Plan Review Criteria Sheet

Appendix E: Required Actions Relative to English Language Learners

## Turnaround Plan: Section I. Executive Summary

### SECTION I: Executive Summary

*Instructions: Provide a brief, one-page executive summary of the proposed Turnaround Plan that provides a vision for where the Level 4 school will be in three years, the theory of action upon which the Turnaround Plan is based, and key priorities and strategies that form the basis for the Turnaround Plan.*

<Insert Text>

## Turnaround Plan Template

---

**District:** <Enter District Name>

**School:** <Enter School Name>

### SECTION II. Setting Priority Areas for Turnaround

Setting priorities is a crucial aspect of successful planning. Setting priorities is a way to focus human and fiscal resources on those issues that will have the greatest impact on school turnaround and provides a framework and common language for communicating turnaround efforts to the broader community. Having a focus and framework for turnaround efforts can be used to galvanize support during periods of change and to sustain improvement efforts over time. Setting priorities is a required component of the SRG program and the priorities that are developed as part of the Turnaround Plan may be used when applying for SRG funds and in other proposals that the district may pursue.

**Instructions:** Building upon the recommendations of the local stakeholder group and the district's analysis of relevant data, identify between **3 and 5 core issues** that must be addressed for the school to engage in successful turnaround. Please use the text boxes beginning page on 6 to record your core issues and priorities.

For each core issue or challenge:

1. State, in one or two sentences, a core issue or challenge that has been identified by the district/school and/or the local stakeholder group.
2. Provide a brief (e.g., no more than a paragraph) overview of the supporting evidence for the identification of the core issue. Examples of supporting evidence include (a) recommendations from the local stakeholder group, (b) analysis of data (e.g., grade-levels or sub-group populations with low achievement; or (c) other data related to the operation and culture of the school (e.g., data on teacher turnover, student mobility, and student suspension.)
3. Restate the Core Issue as a **Priority Area for Turnaround**

#### Articulating Core Issues and Priority Areas for Turnaround:

- A well-articulated **Core Issue** provides a clear and understandable answer to the following question: What are the most central and urgent issues and challenges that are hindering our school from improving student achievement and closing the achievement gap?
- The **supporting evidence** for a core issue or challenge includes specific data on student achievement and other data that directly links to the core issue.
- The **Priority Area for Turnaround** restates the core issue using active language that communicates to the stakeholders that strategies and actions will be taken to address a core issue or challenge.

#### Using data to inform the identification of core issues and challenges:

When engaging with the local stakeholder group and school leaders, districts are strongly encouraged to review and share student performance and outcome data as well as qualitative data from school or district reviews. Two key resources include:

- **Conditions for School Effectiveness Self-Assessment** is an effective way to collect data from teachers and staff.
- **DART** for districts schools, available at: <http://www.doe.mass.edu/sda/dart> allows districts and schools to quickly analyze school-level data by grade and sub-group, as well as to compare your

**Turnaround Plan: Section II. Setting Priority Areas to Drive Turnaround Efforts**

<i>Core Issue #1: &lt;Insert text&gt;</i>
<i>Provide a brief overview of the supporting evidence for the identification of the critical issue:</i>
<i>Restate as a Priority Area for Turnaround:</i>

<i>Core Issue #2: &lt;Insert text&gt;</i>
<i>Provide a brief overview of the supporting evidence for the identification of the Core Issue:</i>
<i>Restate as a Priority Area for Turnaround:</i>

<i>Core Issue #3: &lt;Insert text&gt;</i>
<i>Provide a brief overview of the supporting evidence for the identification of the Core Issue:</i>
<i>Restate as a Priority Area for Turnaround:</i>

<i>Core Issue #4: &lt;Insert text&gt;</i>
<i>Provide a brief overview of the supporting evidence for the identification of the Core Issue:</i>
<i>Restate as a Priority Area for Turnaround:</i>

<i>Core Issue #5: &lt;Insert text&gt;</i>
<i>Provide a brief overview of the supporting evidence for the identification of the Core Issue:</i>
<i>Restate as a Priority Area for Turnaround:</i>

## Turnaround Plan: Section III. School-level Turnaround Strategies

### SECTION III: School-level Turnaround Strategies

The success of a school turnaround effort is directly influenced by a school's ability to develop a specific plan of action for implementing **key strategies** that are linked to the priority areas. Successful implementation requires strategic planning and regular monitoring of progress towards implementing key strategies, measured by setting and attaining **early evidence of change** benchmarks. Section III provides a template for listing the key strategies that the school will use to address each priority area for improvement identified in Section II, including benchmarks for gauging progress.

Please note that state law requires that a school turnaround plan include steps to address a set of specific issues (listed below.) It is likely that the priorities and strategies that you have identified and that constitute your Turnaround Plan will address these issues. If the listed priorities and strategies do not address these issues, please complete *Appendix B, Required Turnaround Plan Actions*.

#### Areas that must be addressed in the Turnaround Plan:

- Develop steps that the school will take to address achievement gaps among its student population.
- Develop steps to be taken to develop alternative ELL programs.
- Develop steps to be taken to address the social service and health needs of students.
- Develop steps to be taken to promote a safe and secure learning environment.
- Develop steps to improve workforce development services.
- Develop steps to develop a new financial plan for the school.

**Important requirement for L4 schools serving English Language Learners:** State Law requires that L4 schools with ELLs form a Parent Advisory Committee focused on English Language Learners. If this requirement applies to your school, please be sure to include the formation of Parent Action Committee as one of the strategies listed in your Turnaround Plan. For additional guidance related the requirements for schools with ELLs, please reference Appendix E

**Instructions:** Building directly upon the priority areas for turnaround identified in Section II, please list each priority and then list the specific strategies (e.g., new or different policies, practices, and programs, including use of external partners) that will be employed to address it. **For each priority area for turnaround**, use the provided text boxes to:

1. List the **priority area for turnaround** (copied from Section I) and then provide a list of the **specific strategies** that the school will use to address it.
2. List two to four **early evidence of change** benchmarks that will be used to assess progress in implementing the listed strategies and overall progress in addressing the priority area for turnaround.
3. Check the appropriate boxes related to the **required areas** that must be addressed in the turnaround plan and the **Conditions for School Effectiveness** that are addressed by the proposed strategies.

## Turnaround Plan: Section III. School-level Turnaround Strategies

### PRIORITY 1:

**Instructions:** In a single paragraph (200-400 words), identify Priority 1 and briefly outline the key strategies supporting this priority. Strategies may be listed as bullets or in a narrative.

<Insert Priority and list or description of key strategies>

**Instructions:** Please list two key early evidence of change\* benchmarks that will be used to assess progress in implementing the strategies listed in priority 1, during the 2012-13 school year.

Early Evidence of Change Benchmark	Measurement Tool	Dates Assessed (monthly, quarterly, annually)
1.		
2.		

\*Implementation Benchmark Workshop presentation and worksheets: [www.doe.mass.edu/redesign/ta/111710Worksheet.pdf](http://www.doe.mass.edu/redesign/ta/111710Worksheet.pdf)

**Instructions:** Please place a check in the appropriate box if ANY of the strategies listed in Priority 1 attend to the required issues. Specifically, do the listed strategies include:

- Steps that the school will take to address achievement gaps among its student population?
- Steps to be taken to develop alternative ELL programs?
- Steps to be taken to address the social service and health needs of students?
- Steps to be taken to promote a safe and secure learning environment?
- Steps to improve workforce development services?
- Steps to develop a new financial plan for the school?

**Instructions:** Please place a check next to each Condition for School Effectiveness<sup>3</sup> that will be addressed or is being implemented through the priority area for improvement.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective district systems for school support and intervention</li> <li><input type="checkbox"/> Effective school leadership</li> <li><input type="checkbox"/> Principal's staffing authority</li> <li><input type="checkbox"/> Strategic use of resources and adequate budget authority</li> <li><input type="checkbox"/> Family-school engagement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Aligned curriculum</li> <li><input type="checkbox"/> Effective instruction</li> <li><input type="checkbox"/> Student assessment</li> <li><input type="checkbox"/> Professional development and structures for collaboration, including specific strategies for improving achievement of ELLs</li> <li><input type="checkbox"/> Tiered instruction and adequate learning time</li> <li><input type="checkbox"/> Students' social, emotional, and health needs</li> </ul>
--	---

<sup>3</sup> The Conditions for School Effectiveness provide specific guidance on the conditions that are expected to be in place for schools to make dramatic and sustainable improvement. Research shows that if schools fully address the Conditions for School Effectiveness, then the potential for success increases dramatically. Also, a school's ability to implement the Conditions (e.g., to show evidence that each of the Conditions has been address and is in place) is one of the three exit criteria that must be meet for schools to exit Level 4 status.

## Turnaround Plan: Section III. School-level Turnaround Strategies

### PRIORITY 2:

**Instructions:** In a single paragraph (200-400 words), identify Priority 2 and briefly outline the key strategies supporting this priority.

<Insert Priority and list or description of key strategies>

**Instructions:** Please list two key early evidence of change\* benchmarks that will be used to assess progress in implementing the strategies listed in priority 2, during the 2012-13 school year.

Early Evidence of Change Benchmark	Measurement Tool	Dates Assessed (monthly, quarterly, annually)
1.		
2.		

\*Implementation Benchmark Workshop presentation and worksheets: [www.doe.mass.edu/redesign/ta/111710Worksheet.pdf](http://www.doe.mass.edu/redesign/ta/111710Worksheet.pdf)

**Instructions:** Please place a check in the appropriate box if ANY of the strategies listed in Priority 2 attend to the required issues. Specifically, do the listed strategies include:

- Steps that the school will take to address achievement gaps among its student population?
- Steps to be taken to develop alternative ELL programs?
- Steps to be taken to address the social service and health needs of students?
- Steps to be taken to promote a safe and secure learning environment?
- Steps to improve workforce development services?
- Steps to develop a new financial plan for the school?

**Instructions:** Please place a check next to each Condition for School Effectiveness that will be addressed or is being implemented through the priority area for improvement.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective district systems for school support and intervention</li> <li><input type="checkbox"/> Effective school leadership</li> <li><input type="checkbox"/> Principal's staffing authority</li> <li><input type="checkbox"/> Strategic use of resources and adequate budget authority</li> <li><input type="checkbox"/> Family-school engagement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Aligned curriculum</li> <li><input type="checkbox"/> Effective instruction</li> <li><input type="checkbox"/> Student assessment</li> <li><input type="checkbox"/> Professional development and structures for collaboration, including specific strategies for improving achievement of ELLs</li> <li><input type="checkbox"/> Tiered instruction and adequate learning time</li> <li><input type="checkbox"/> Students' social, emotional, and health needs</li> </ul>
--	---

## Turnaround Plan: Section III. School-level Turnaround Strategies

### PRIORITY 3:

**Instructions:** In a single paragraph (200-400 words), identify Priority 3 and briefly outline the key strategies supporting this priority.

<Insert Priority and list or description of key strategies>

**Instructions:** Please list two key early evidence of change\* benchmarks that will be used to assess progress in implementing the strategies listed in priority 3, during the 2012-13 school year.

Early Evidence of Change Benchmark	Measurement Tool	Dates Assessed (monthly, quarterly, annually)
1.		
2.		

\*Implementation Benchmark Workshop presentation and worksheets: [www.doe.mass.edu/redesign/ta/111710Worksheet.pdf](http://www.doe.mass.edu/redesign/ta/111710Worksheet.pdf)

**Instructions:** Please place a check in the appropriate box if ANY of the strategies listed in Priority 3 attend to the required issues. Specifically, do the listed strategies include:

- Steps that the school will take to address achievement gaps among its student population?
- Steps to be taken to develop alternative ELL programs?
- Steps to be taken to address the social service and health needs of students?
- Steps to be taken to promote a safe and secure learning environment?
- Steps to improve workforce development services?
- Steps to develop a new financial plan for the school?

**Instructions:** Please place a check next to each Condition for School Effectiveness that will be addressed or is being implemented through the priority area for improvement.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective district systems for school support and intervention</li> <li><input type="checkbox"/> Effective school leadership</li> <li><input type="checkbox"/> Principal's staffing authority</li> <li><input type="checkbox"/> Strategic use of resources and adequate budget authority</li> <li><input type="checkbox"/> Family-school engagement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Aligned curriculum</li> <li><input type="checkbox"/> Effective instruction</li> <li><input type="checkbox"/> Student assessment</li> <li><input type="checkbox"/> Professional development and structures for collaboration, including specific strategies for improving achievement of ELLs</li> <li><input type="checkbox"/> Tiered instruction and adequate learning time</li> <li><input type="checkbox"/> Students' social, emotional, and health needs</li> </ul>
--	---

## Turnaround Plan: Section III. School-level Turnaround Strategies

### PRIORITY 4:

**Instructions:** In a single paragraph (200-400 words), identify Priority 4 and briefly outline the key strategies supporting this priority.

<Insert Priority and list or description of key strategies>

**Instructions:** Please list two key early evidence of change\* benchmarks that will be used to assess progress in implementing the strategies listed in priority 4, during the 2012-13 school year.

Early Evidence of Change Benchmark	Measurement Tool	Dates Assessed (monthly, quarterly, annually)
1.		
2.		

\*Implementation Benchmark Workshop presentation and worksheets: [www.doe.mass.edu/redesign/ta/111710Worksheet.pdf](http://www.doe.mass.edu/redesign/ta/111710Worksheet.pdf)

**Instructions:** Please place a check in the appropriate box if ANY of the strategies listed in Priority 4 attend to the required issues. Specifically, do the listed strategies include:

- Steps that the school will take to address achievement gaps among its student population?
- Steps to be taken to develop alternative ELL programs?
- Steps to be taken to address the social service and health needs of students?
- Steps to be taken to promote a safe and secure learning environment?
- Steps to improve workforce development services?
- Steps to develop a new financial plan for the school?

**Instructions:** Please place a check next to each Condition for School Effectiveness that will be addressed or is being implemented through the priority area for improvement.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective district systems for school support and intervention</li> <li><input type="checkbox"/> Effective school leadership</li> <li><input type="checkbox"/> Principal's staffing authority</li> <li><input type="checkbox"/> Strategic use of resources and adequate budget authority</li> <li><input type="checkbox"/> Family-school engagement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Aligned curriculum</li> <li><input type="checkbox"/> Effective instruction</li> <li><input type="checkbox"/> Student assessment</li> <li><input type="checkbox"/> Professional development and structures for collaboration, including specific strategies for improving achievement of ELLs</li> <li><input type="checkbox"/> Tiered instruction and adequate learning time</li> <li><input type="checkbox"/> Students' social, emotional, and health needs</li> </ul>
--	---

## Turnaround Plan: Section III. School-level Turnaround Strategies

### PRIORITY 5:

**Instructions:** In a single paragraph (200-400 words), identify Priority 5 and briefly outline the key strategies supporting this priority.

<Insert Priority and list or description of key strategies>

**Instructions:** Please list two key early evidence of change\* benchmarks that will be used to assess progress in implementing the strategies listed in priority 5, during the 2012-13 school year.

Early Evidence of Change Benchmark	Measurement Tool	Dates Assessed (monthly, quarterly, annually)
1.		
2.		

\*Implementation Benchmark Workshop presentation and worksheets: [www.doe.mass.edu/redesign/ta/111710Worksheet.pdf](http://www.doe.mass.edu/redesign/ta/111710Worksheet.pdf)

**Instructions:** Please place a check in the appropriate box if ANY of the strategies listed in Priority 5 attend to the required issues. Specifically, do the listed strategies include:

- Steps that the school will take to address achievement gaps among its student population?
- Steps to be taken to develop alternative ELL programs?
- Steps to be taken to address the social service and health needs of students?
- Steps to be taken to promote a safe and secure learning environment?
- Steps to improve workforce development services?
- Steps to develop a new financial plan for the school?

**Instructions:** Please place a check next to each Condition for School Effectiveness that will be addressed or is being implemented through the priority area for improvement.

<input type="checkbox"/> Effective district systems for school support and intervention <input type="checkbox"/> Effective school leadership <input type="checkbox"/> Principal's staffing authority <input type="checkbox"/> Strategic use of resources and adequate budget authority <input type="checkbox"/> Family-school engagement	<input type="checkbox"/> Aligned curriculum <input type="checkbox"/> Effective instruction <input type="checkbox"/> Student assessment <input type="checkbox"/> Professional development and structures for collaboration, including specific strategies for improving achievement of ELLs <input type="checkbox"/> Tiered instruction and adequate learning time <input type="checkbox"/> Students' social, emotional, and health needs
--	---

## Turnaround Plan: Section IV. District Systems and Policies to Support Turnaround Efforts

### SECTION IV: District Systems and Policies to Support Turnaround Efforts

An *Act Relative to the Achievement Gap* affords districts the flexibility to make significant changes to district policy, to propose modifications to collective bargaining agreements that would support turnaround efforts, and to alter the organization and instructional program in identified Level 4 schools. The state law describes a variety of changes that districts may make to implement school turnaround. Districts are encouraged to maximize the flexibility provided by state law to drive turnaround efforts. Further, districts are encouraged to consider the intervention models described in federal law and the SRG program as options for implementing turnaround efforts (See Appendix C, Guidance on linking the Turnaround Plan with the SRG application).

Districts are not required to adopt the policies listed in the federal intervention models; however, a school must adopt one of the four intervention models in order to be eligible to apply for, compete, and receive SRG program funds

*Instructions: Section IV has three parts that must be completed in full.*

**Part 1.** Using the list of options to consider under state law, please **identify which of the proposed changes are needed and will be used to implement the school's Turnaround Plan** by checking the box next to the listed change. **Provide a brief summary of how the proposed changes will directly address the priority areas for turnaround, as listed in Section I.**

**Part 2.** **Provide a detailed description of how the district will support and monitor the implementation of planned turnaround efforts.** Describe key features of the district's system, including teaming structures or other processes (e.g., liaisons, coaching, networking) that will be used to support and monitor implementation of the Turnaround Plan.

**Part 3.** **Describe other district strategies or changes in policy that will be used by the district to support turnaround efforts, and that have not been listed or described in Parts 1 and 2.**

## Turnaround Plan: Section IV. District Systems and Policies to Support Turnaround Efforts

### Part 1. Identification of Changes to Promote the Rapid Academic Achievement of Students

*Instructions: Please identify which of the proposed changes to policy and strategies are needed and that will be used to implement the school's Turnaround Plan by placing a check in the box next to the listed change.*

#### Changes in Policy and Strategies to Consider under State Law

##### 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;

##### 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 a new system of evaluation and performance compensation:** 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

## Turnaround Plan: Section IV. District Systems and Policies to Support Turnaround Efforts

**Part 1 (Continued).** Summary of how the proposed changes in policy and strategies will address the priority areas for turnaround.

*Instructions: Please provide a brief summary (no more than a page) of the most important changes in policy and strategy identified above that the district will employ to drive turnaround efforts, including how the proposed changes will directly address the priority areas for improvement. If your district is **bargaining or policies**, your response must include an explanation of the proposed change.*

*What are the primary changes in policy and strategy that the district will use to drive turnaround efforts and how will these changes directly address the priority areas for turnaround?*

<Insert Text>

### Part 2. District systems to support and monitor implementation

*Instructions: Provide a **detailed description of how the district will support and monitor the implementation of planned turnaround efforts**. Describe key features of the district's system, including teaming structures or other processes (e.g., liaisons, coaching, networking) will be used to support and monitor implementation of the turnaround plan.*

*How will the district support and monitor the implementation of planned turnaround efforts?*

<Insert Text>

### Part 3. Other district strategies or changes in policy (OPTIONAL)

*Instructions: Describe **other district strategies or changes in policy** that will be used by the district to support turnaround efforts, and that have not been listed or described in Parts 1 and 2.*

*Please describe additional district strategies or changes in policy that will be used by the district.*

<Insert Text>

## Turnaround Plan: Section V. Measurable Annual Goals

### SECTION V: Measurable Annual Goals

***Instructions:** Provide specific targets for the school's performance as required by state law, using the Measurable Annual Goals workbook\* and the Measurable Annual Goals Baseline Data Tool.*

*Student rates goals are developed by the district and must be entered in the Measurable Annual Goals Template, in the **Student Rates** worksheet.*

*Academic achievement goals are pre-populated in the Measurable Annual Goals Template, in the **Student Achievement** worksheet.*

*College Readiness and School Culture goals are developed by the district and must be entered in the Measurable Annual Goals Template, in the **College Readiness and School Culture** worksheet.*

*The Measurable Annual Goals workbook includes placeholders for schools to link College Readiness and School Culture goals with the Priority Areas for Turnaround. When appropriate, districts are encouraged to link measurable annual goals with their Priority Areas.*

*Please Reference the Measurable Annual Goals guidance documents, including the Supplemental Guidance, for additional information.*

*\*The Measurable Annual Goals workbook must be submitted as part of the Turnaround Plan*

**Turnaround Plan: Section VI. Local Stakeholder Group Roster**

**SECTION VI: Local Stakeholder Group Roster**

*Instructions: List participants required by state law. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings.*

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.

Meeting Date(s)	Location(s)	Agenda attached?	Supporting documents included?
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

## Turnaround Plan: Section VII. Union Engagement

### SECTION VII: Union Engagement

**Instructions:** Please provide a brief narrative describing the engagement with local unions and the result of any collective bargaining and/or joint resolution committee decision.

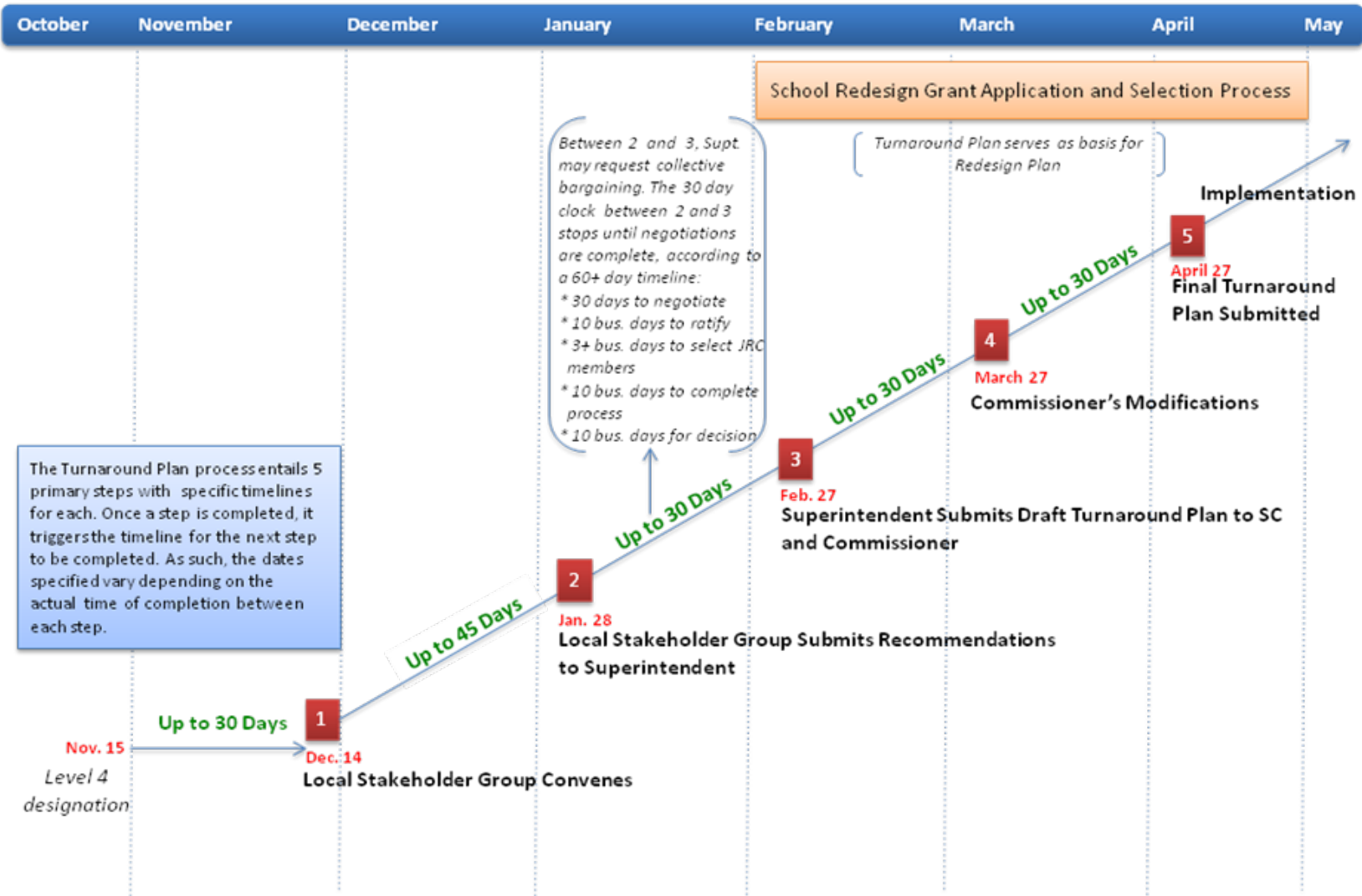
*In your narrative or in an attachment to your Turnaround Plan, please include:*

- Any new language that was agreed upon through good faith bargaining or through the Joint Resolution Committee (JRC) process.
- A copy of the revised collective bargaining agreement.
- The dates of good faith bargaining meetings and/or JRC meetings.

**Appendix A: Timeline and Process for “Underperforming” Schools**

**Level 4 School Turnaround Plan Process**

Upon Designation of a Level 4 School, districts are required to develop and implement a Turnaround Plan to accelerate student achievement within three years. For funding to support their plan, districts can apply for federal School Redesign Grants (SRG) funds. A Level 4 school’s Turnaround Plans serves as the basis for its SRG application. A general timeline for this process is outlined below.



## Appendix B: Required Turnaround Plan Actions

### Required Turnaround Plan Actions

**Instructions:** Please complete this planning template if the priorities and strategies identified and listed in Section II of your Turnaround Plan DO NOT address one or more of the Turnaround Actions required by state law.

If the information provided in Section II does not attend to one or more of the required actions, please CHECK the item and provide a detailed description of the steps that will be taken to address the required component. Please use one (1) Appendix B forms for a single Turnaround Action.

**A. Place a check next to the required action that was not address in Section II:**

- Steps that the school will take to address achievement gaps among its student population?
- Steps to be taken to develop alternative ELL programs?
- Steps to be taken to address the social service and health needs of students?
- Steps to be taken to promote a safe and secure learning environment?
- Steps to improve workforce development services?
- Steps to develop a new financial plan for the school?

**B. Place provide a detailed description of the steps to be taken to address the action checked in part A, above:**

<Insert Text>

## Appendix C: Guidance on linking the Turnaround Plan with the SRG application

### Aligning the Turnaround Plan with the School Redesign Grant Proposal

---

This document demonstrates how the state **Turnaround Plan** under *An Act Relative to the Achievement Gap* can be completed as a first step in completing the **School Redesign Grant (SRG) application** (which includes the federal school turnaround grant requirements).

The full text of *An Act Relative to the Achievement Gap* can be found at <http://www.mass.gov/legis/laws/seslaw10/sl100012.htm> and information about the federal SRG can be found at <http://www.doe.mass.edu/sda/turnaround/>

#### How is this guidance organized?

The state Turnaround Plan includes a set of suggested changes in policy and strategy that districts may make to support turnaround efforts (see Section III of the Template, page 13). To apply for federal funds as part of the SRG program, schools must choose one of four intervention models (Restart, Closure, Turnaround, or Transformation.) Each model, and in particular the Turnaround and Transformation models, requires that a district make specific changes as part of its improvement efforts.

To assist Level 4 (L4) schools in making strategic decisions about which policies and strategies to implement, we have developed a crosswalk depicting the linkages and distinction between L4 suggested changes and the requirements posed by the Turnaround and Transformation intervention models. Additionally, we have drawn connections between the L4 and SRG strategies and the Conditions for School Effectiveness.

In the following crosswalk table, column 1 displays the changes that a district may make as part of state law; column 2 displays the specific requirements of the Turnaround (TRD) and Transformation (TRF), as they relate to state law; and column 3 displays how the proposed changes and SRG requirements relate to the Conditions for School Effectiveness.

#### How to use this Guidance?

A suggested way to use this guidance is to consider which of the two intervention models—Turnaround or Transformation—may provide the most useful leverage as needed to support dramatic improvement. Review the requirements of each intervention model and make sure that the submitted Turnaround Plan address the requirements listed in column 2. The major difference between the turnaround and transformation model is that the Turnaround intervention requires that the school replace at least 50 percent of its staff. Replacing the principal, or staying with a principal that has been hired in the past two years with the express task of supporting a turnaround effort, is stipulated for the turnaround AND transformation models.

It is important to remember that State law requires that L4 schools take steps to:

- Address achievement gaps among its student population;
- Develop alternative ELL programs;
- Address the social service and health needs of students;
- Promote a safe and secure learning environment;
- Improve workforce development services; and
- Develop a new financial plan for the school.

Steps to address these required elements must be embedded in your Turnaround Plan or be detailed using Appendix B, Required Turnaround Plan Actions.

## Appendix C: Guidance on linking the Turnaround Plan with the SRG application

### Alignment between L4 Suggested Changes to Policy and Strategy and Required Elements of Federal SRG Intervention Models

L4 Suggested Changes to Policy and Strategy	Required Elements of Turnaround and/or Transformation intervention models	Linkages to Conditions for School Effectiveness
<p><b>Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Expand, alter, or replace curriculum:</b> 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;</li> <li><input type="checkbox"/> <b>Expand use of time:</b> The Superintendent may expand the school day or school year or both of the school;</li> <li><input type="checkbox"/> <b>Add Kindergarten or pre-Kindergarten:</b> The Superintendent may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes;</li> </ul>	<p><b>Turnaround and Transformation:</b> The model will provide extended learning time for students and teachers in the instructional core, instruction in other subject and enrichment activities, and for teachers to collaborate and plan.</p>	<p style="text-align: center;"><b>Aligned curriculum</b></p> <p style="text-align: center;"><b>Effective instruction</b></p> <p style="text-align: center;"><b>Tiered instruction and adequate learning time</b></p>
<p><b>Financial and Asset Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Reallocate school budget:</b> The Superintendent may reallocate the uses of the existing budget of the school;</li> <li><input type="checkbox"/> <b>Reallocated district budget:</b> 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;</li> </ul>	<p><b>Transformation:</b> The school will be granted the operational flexibility necessary to implement a comprehensive approach.</p>	<p style="text-align: center;"><b>Strategic use of resources and adequate budget authority</b></p>

## Appendix C: Guidance on linking the Turnaround Plan with the SRG application

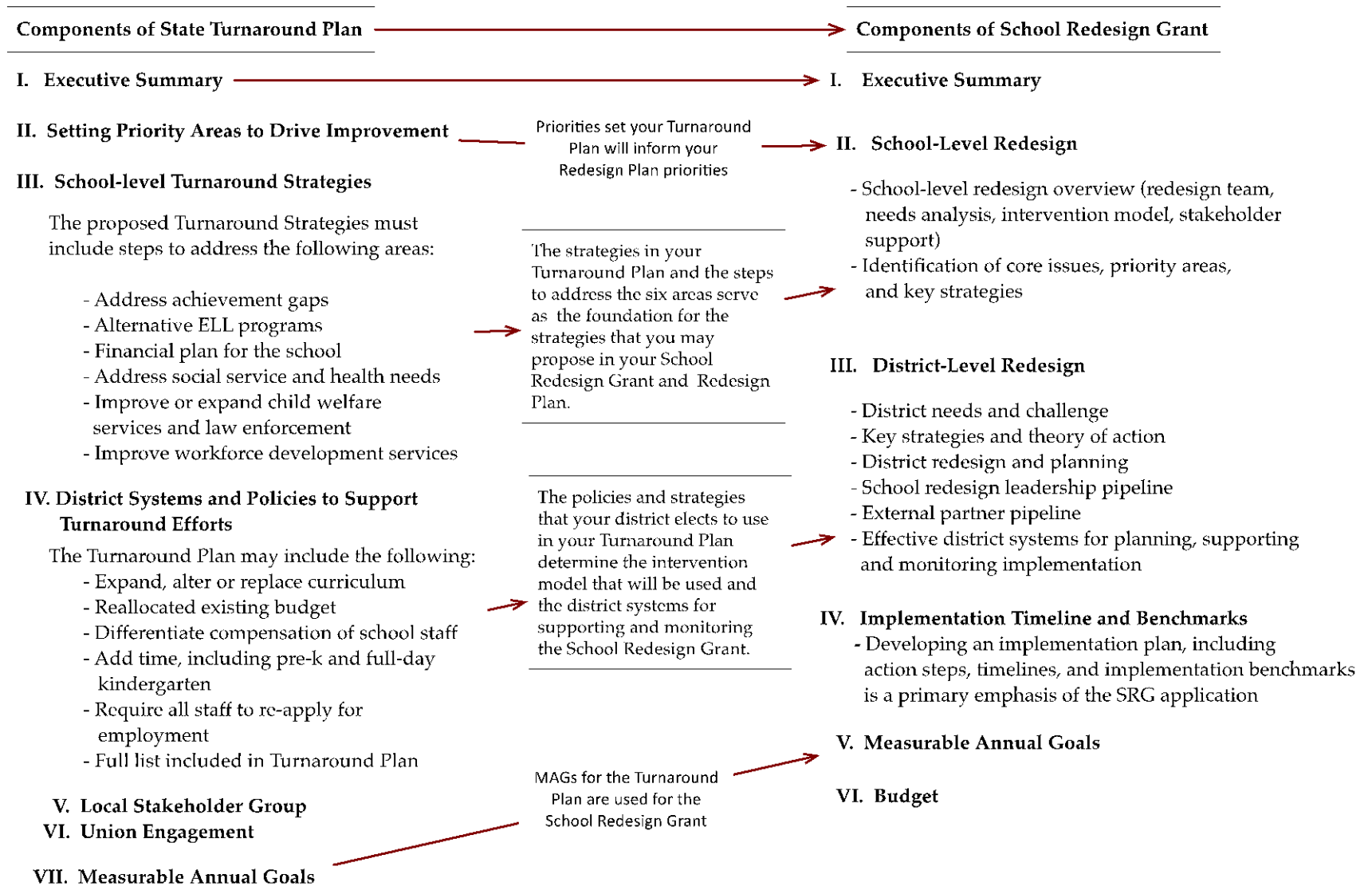
L4 Suggested Changes to Policy and Strategy	Required Elements of Turnaround and/or Transformation intervention models	Linkages to Conditions for School Effectiveness
<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Attract and retain leaders and teachers:</b> 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;</li> <li><input type="checkbox"/> <b>Make staffing changes:</b> 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.</li> <li><input type="checkbox"/> <b>Implement a new system of evaluation and performance compensation:</b> 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;</li> <li><input type="checkbox"/> <b>Leadership development:</b> 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;</li> </ul>	<p><b>Transformation:</b> The district will <b>develop and use strategies for identifying and rewarding leaders, teachers, and other staff who increase student achievement or graduation rates</b> and provide opportunities for leaders and teacher to improve professional practice.</p> <p><b>Turnaround and Transformation:</b> The district will implement strategies such as financial incentives, opportunities for promotion and growth, and more flexible work conditions to recruit, place, and retain staff.</p> <p><b>Turnaround:</b> The district will use locally adopted competencies to measure the effectiveness of staff, <b>including screening all existing staff and rehire no more than 50 percent of the staff from the previous year.</b></p> <p><b>Transformation: A new or revised evaluation system for teachers and principals will be implemented</b> that takes into account data on student growth and is designed and developed with teacher and principal involvement.</p> <p><b>Turnaround and Transformation: A new principal has been (or will be) hired for the 2012-13 school year to lead the school’s transformation model.</b><i>or</i></p> <p><b>A new principal was hired no earlier than July 1, 2010</b> who will continue the school’s transformation model.</p>	<p style="text-align: center;"><b>Effective school leadership</b></p> <p style="text-align: center;"><b>Principal’s Staffing Authority</b></p> <p style="text-align: center;"><b>Effective district systems for school support and intervention</b></p>
<p><b>Professional Development and Collaboration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Embedded professional development:</b> 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;</li> <li><input type="checkbox"/> <b>Expanded teacher planning time:</b> The Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction;</li> </ul>	<p><b>Turnaround and Transformation:</b> The district will provide ongoing, high quality, job-embedded professional development that is aligned with the school’s instructional program.</p> <p><b>Transformation:</b> The school will receive ongoing and intensive support from the district, the state, or an external provider.</p>	<p style="text-align: center;"><b>Professional development and structures for collaboration</b></p>



## Appendix C: Guidance on linking the Turnaround Plan with the SRG application

### The State Turnaround Plan as the foundation for a School-Level Redesign Plan

The graphic below outlines the alignment between a Level 4 School’s Turnaround Plan and its School Redesign Grant application, to depict the way in which the first serves as the basis for the latter.



Appendix D: Turnaround Plan Review Criteria Sheet

## Turnaround Plan Review Criteria Sheet

DISTRICT: <INSERT NAME OF DISTRICT>		SCHOOL: <INSERT NAME OF SCHOOL>	
<b>SECTION I: Setting Priority Areas to Drive Turnaround Efforts</b>		<b>Extent to which the plan addresses the stated criteria, in column 1</b>	
The plan contains between <b>3 to 5 core issues and challenges</b> .		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
<b>Evidence supporting the identification of core issues and challenges is provided</b> and includes information from multiple sources, including student academic achievement, qualitative data on the quality of school operations, culture, and student behavior, and direct input from the Local Stakeholder Group.		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
<b>SECTION II: School-Level Turnaround Strategies</b>		<b>Extent to which the plan addresses the stated criteria, in column 1</b>	
For each priority, the plan provides a <b>list of strategies that will be used to address the stated priority</b> . The strategies are clearly linked to the stated priority so that there is a clear understanding that when the strategies are implemented, the priority area will be addressed.		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
For each priority, the plan lists between <b>2 to 4 benchmarks</b> that will be used to assess progress in implementing the listed strategies. The implementation benchmarks are clearly articulated and capable of providing an accurate measure of whether or not the strategy(ies) are having the intended impact.		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
<b>Section II (Compliance):</b> Extent to which the following issues are specifically addressed in the listing of priorities and strategies		<b>Extent to which the issue is addressed:</b>	
Steps that the school will take to <u>address achievement gaps among its student population</u> ?		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Steps to be taken to <u>develop alternative ELL programs</u> ?		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Steps to be taken to <u>address the social service and health needs of students</u> ?		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Steps to be taken to <u>promote a safe and secure learning environment</u> ?		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Steps to <u>improve workforce development services</u> ?		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Steps to <u>develop a new financial plan</u> for the school?		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Includes the development of an ELL PAC?		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
		<b>If not addressed in Section II, is the issue addressed in Appendix B?</b>	
		Yes No	
		Yes No	
		Yes No	
		Yes No	
		Yes No	
		Yes No	

**Appendix D: Turnaround Plan Review Criteria Sheet**

DISTRICT: <INSERT NAME OF DISTRICT>		SCHOOL: <INSERT NAME OF SCHOOL>
SECTION III: District Systems and Policies to Support Turnaround Efforts	Extent to which the plan addresses the stated criteria, in column 1	Comments regarding plan capacity, quality of strategies, use of evidence
Part 1. The plan provides a <b>sound description of the key policies and strategies to be used</b> . Specifically, the description explains: (a) why the changes in policies and strategies are important and (b) how the changes will directly address the stated priority areas for improvement	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Part 2. The plan explains <b>how the district will support and monitor the implementation of planned turnaround efforts</b> . Specifically, the narrative describes who will monitor school turnaround efforts, an overview of how the district will monitor and support the school, the measures to be used to assess progress, and examples of actions that will be taken if a L4 school is not progressing.	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Part 3 (optional.) The plan provides a <b>sound description of additional policies and strategies to be used</b> .	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
<p><b>SECTION III: Reviewer Instruction</b></p> <p><b>As needed, please provide a summary of the extent to which district proposed changes to policies and strategies are logically connected to the identified priorities and whether or not proposed changes are sufficient to support dramatic school turnaround.</b></p>		

**Appendix D: Turnaround Plan Review Criteria Sheet**

<b>DISTRICT: &lt;INSERT NAME OF DISTRICT&gt;</b>		<b>SCHOOL: &lt;INSERT NAME OF SCHOOL&gt;</b>		
<b>SECTION IV: Measurable Annual Goals</b>	<b>Clearly Measurable</b>	<b>Includes Benchmarks</b>	<b>Ambitious and Attainable</b>	<b>Sufficiency of each MAG</b>
1. Student attendance, dismissal, and exclusion rates	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
2. Student safety and discipline	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
3. Student promotion, graduation, and dropout rates	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
4. MCAS	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
5. Progress in areas of specific academic underperformance	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
6. Progress among subgroups	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
7. Reduction of achievement gaps	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
8. Acquisition of 21st Century Skills	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
9. College readiness	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
10. Parent and family engagement	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
11. Building a culture of academic success among students	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
12. Building a culture of student support among school faculty and staff	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
13. Developmentally appropriate child assessments (preK-3)	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
<b>SECTION III: The overall set of Measurable Annual Goals is</b>		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>		
<b>Reviewer Comments:</b>				

**Appendix D: Turnaround Plan Review Criteria Sheet**

<b>DISTRICT:</b> <INSERT NAME OF DISTRICT>	<b>SCHOOL:</b> <INSERT NAME OF SCHOOL>
<b>SECTION V: Local Stakeholder Group</b>	
Did the Local Stakeholder Group meet?	Yes <input type="checkbox"/> No <input type="checkbox"/> <i>Note: Plan is not eligible without compliance ("yes")</i>
Did the Local Stakeholder Group include all required participants?	Yes <input type="checkbox"/> No <input type="checkbox"/> <i>Note: Plan is not eligible without compliance ("yes")</i>
<b>SECTION V: Local Stakeholder Group requirements have been met.</b>	
<div style="text-align: right;">Yes <input type="checkbox"/>    No <input type="checkbox"/></div> <b>Comments:</b> <div style="height: 40px;"></div>	

<b>DISTRICT:</b> <INSERT NAME OF DISTRICT>	<b>SCHOOL:</b> <INSERT NAME OF SCHOOL>
<b>SECTION VI: Union Engagement</b>	
Is the engagement with local unions clearly described?	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
Are dates and times noted where relevant?	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
<b>SECTION VI: The engagement with local unions is clearly described.</b>	
<div style="text-align: right;">Adequate <input type="checkbox"/>    Marginal <input type="checkbox"/>    Weak/Absent <input type="checkbox"/></div> <b>Comments:</b> <div style="height: 40px;"></div>	

<b>DISTRICT:</b> <INSERT NAME OF DISTRICT>	<b>SCHOOL:</b> <INSERT NAME OF SCHOOL>
<b>SECTION VII: Executive Summary</b>	<b>Extent to which the plan addresses the stated criteria, in column 1</b>
<p>The Executive Summary provides a logically compelling and research-based approach to school turnaround. The Executive Summary contains a vision of where the school will be in three years and a brief overview of the theory of action guiding district and school actions.</p>	<div style="text-align: center;">Adequate <input type="checkbox"/>    Marginal <input type="checkbox"/>    Weak/Absent <input type="checkbox"/></div>
<b>Comments:</b> <div style="height: 40px;"></div>	

## Appendix E: Required Actions Relative to English Language Learners

# Required Actions Relative to English Language Learners: Guidance for Schools with ELL Populations

---

*An Act Relative to the Achievement Gap* lays out specific strategies for addressing ELL achievement gaps, outlined below.

### 1. Alternative ELL Programs

**The purpose of developing an alternative ELL program is to accelerate the achievement of ELLs, including both acquisition of English language and academic content.**

State law requires that as part of their Turnaround Plans, Level 4 schools with ELLs *shall develop alternative ELL programs, notwithstanding the requirements of Chapter 71A*. This allows districts/schools to implement programs other than Sheltered English Immersion (SEI), without having to meet the waiver requirements outlined in Chapter 71A ([hyperlink to CH.71A](#)). This flexibility recognizes that SEI may not be meeting the needs of all ELLs and that Level 4 schools must have the flexibility to swiftly develop the program that best meets the needs of their ELL population.

Examples of alternative ELL programs include, but are not limited to:

- **Transitional Bilingual Education (TBE):** a language acquisition process for students in which all or substantial portions of the instruction, textbooks, or teaching materials are in the ELL's native language; the goals of TBE is to help transition a student into a mainstream classroom as quickly as possible, while at the same time allowing the students to remain current and on grade level in content areas by studying them in his/her native language
- **Dual/Two-way Immersion:** A full-time program in which the curriculum and instruction are structured so that ELLs of the same language group and fully English Proficient students develop full literacy in two languages by being taught in the same classroom in both English and the language of the ELL students; the goal is to develop fluency and literacy in both languages for both the ELLs and the native English speakers.
- **A combination of programs, or other proposal,** to be approved by ESE as part of the school's Turnaround Plan submission. As with TBE and two-way immersion, this may include programs that incorporate native language supports and/or instruction.

### 2. ELL Parent Advisory Council (PACs)

Level 4 schools that offer an ELL program/s must establish an ELL PAC comprised of parents/guardians of students enrolled in ELL program/s. The role of the PAC is to advise the school on matters that pertain to the education of these students, including participation in the review of the school's Turnaround Plan.

**Superintendents are strongly encouraged to include an ELL parent on their Local Stakeholder Group as the first step in establishing an ELL PAC.**

### 2. Professional Development

Among the changes to policy and strategy that superintendents may consider in developing their Turnaround Plans are three that relate to professional development and collaboration, outlined below.

1. include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback;
2. provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction;
3. 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

**In schools with ELLs, if a superintendent incorporates any of these strategies in its Turnaround Plan, the plan must include specific strategies and content designed to maximize the academic achievement of ELLs at the school, beyond that which is already required by law.**