



Turnaround Plan Template

District:

School:

Academic Year:

Date Finalized:

Section I: Executive Summary

The Executive Summary should summarize the essence of the turnaround plan in a way the average stakeholder would understand. (1-2 pages)

Section II: Stakeholder Engagement

Briefly describe the district and school's process for receiving input from stakeholders throughout all stages of the turnaround process. (1-2 pages)

Section III: Envision the Future

Briefly describe the 3-5 year vision for the school as a result of the turnaround process. (1 page)

Section IV: Analysis of Assets and Challenges

Describe the key assets to build upon, and challenges that need to be addressed, that were identified as a result of a thorough root cause analysis. (2-3 pages)

Section V: Strategic Objectives & Initiatives Aligned to Turnaround Practices

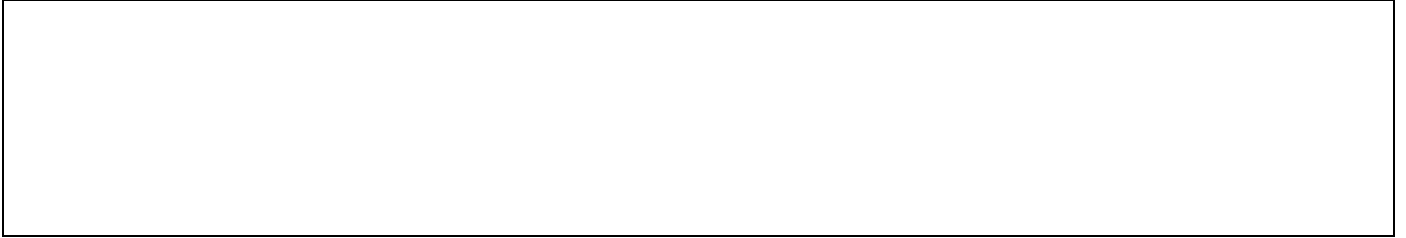
Describe the key strategies the school will implement, the rationale for selecting those strategies, and the plan to support them. If a strategy falls under multiple turnaround practices, list the strategy once, then reference it in subsequent practices. (Use as a general rule: 2-3 strategies, described in up to 3 pages per turnaround practice. Total page length for Section V is approximately 8-12 pages.)

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

The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.

Turnaround Practice #2: Intentional practices for improving instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

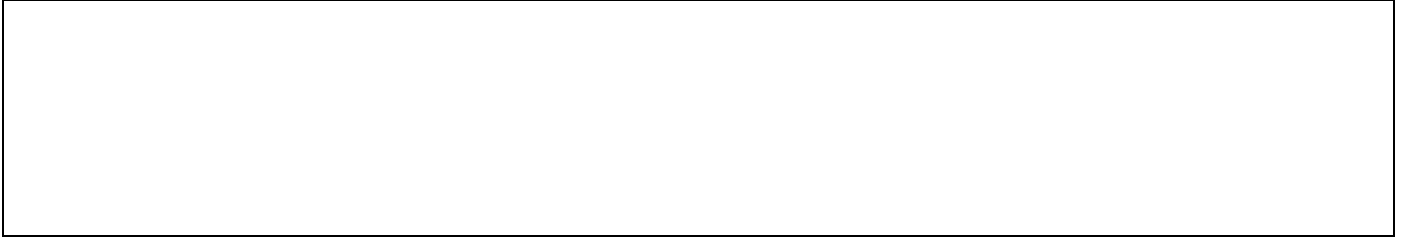


Turnaround Practice #3: Student-specific supports and instruction to all students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

Turnaround Practice #4: School Culture and Climate

A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.



Section VI: District Systems

Districts describe changes in policies/autonomies, systems to support school-level turnaround plans, and a three-year financial plan for the school, including an analysis of resource inequities.
(2-3 pages)

Changes in Policy and Strategies to Consider under State Law

Districts are required to consider the following changes to policy and strategies for any school designated Underperforming, and are granted statutory flexibilities to enhance their efforts to address them. However all schools, even those without this designation, can benefit from considering these changes. Check all that apply and attach a copy of the revised collective bargaining agreement. Joint Resolution Committee decision, or Memorandum of Understanding/Agreement.

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 VII: Goals, Benchmarks, and Progress Monitoring

Describe the process the school and district will use to monitor the impact of the strategies as articulated in the benchmarks. (2-3 pages)

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Use the tables below to articulate the goals and benchmarks.

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

The school has established a community of practice through leadership, shared responsibility for all students and professional collaboration.

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| Measurable Annual Goals (MAGs) for Student Achievement | We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. |
| Interim Benchmarks for Teachers/Practitioners | 1. 2. 3. |
| Interim Benchmarks for Students | 1. 2. 3. |

Turnaround Practice #2: Intentional practices for improving instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

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| Measurable Annual Goals (MAGs) for Student Achievement | We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. |
| 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

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

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| MAGs for Student Achievement | We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. |
| Interim Benchmarks for Teachers/Practitioners | <ol style="list-style-type: none">1.2.3. |
| Interim Benchmarks for Students | <ol style="list-style-type: none">1.2.3. |

Turnaround Practice #4: School Culture and Climate

A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

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| <p>MAGs for Student Achievement</p> | <p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.</p> |
| <p>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)</p> | <p>1. 2. 3. 4. 5. 6. 7.</p> |
| <p>Interim Benchmarks for Teachers/Practitioners</p> | <p>1. 2. 3.</p> |
| <p>Interim Benchmarks for Students</p> | <p>1. 2. 3.</p> |