**District**: <Insert District Name> **School**: <Insert School Name>

**Renewal Year:** (circle one) Two Three Four

**SRG/L3 School Turnaround Grant Renewal Objectives**

The School Redesign Grant (SRG) and Level 3 School Turnaround (L3) Renewal Application is designed to provide an opportunity for districts and schools to: (1) reflect upon successes and challenges of the past year, within the context of the school’s turnaround plan and the turnaround practices; (2) describe key strategies or modifications to strategies that build upon successes and challenges and that will serve as the focus in the coming year; and (3) provide a budget update and justification for the coming school year.

**Please use the following tables and narrative text boxes to provide your responses to the questions and prompts in each section.**

**Section I: School Redesign and Turnaround Planning Renewal**

*Please provide a bulleted summary of key strategies/initiatives by turnaround practice (you will have an opportunity to provide a more detailed explanation of your strategies in Section II), modifications or new strategies, and key implementation benchmarks for 2018-19.*

| **Turnaround Practice 1:**  **Leadership, Shared Responsibility, and Professional Collaboration**  Leadership and teacher teams are established and being actively used to (a) improve teaching and learning and (b) monitor the effectiveness of turnaround strategies. | Summary of Current Strategies and Actions | Intended Modifications or New Strategies | Key Benchmarks for 2018-19 |
| --- | --- | --- | --- |
|  |  | For students:  For educators: |

| **Turnaround Practice 2:**  **Intentional Practices for Improving Instruction**  The school has set clear expectations for high quality instruction and instructional practices, reinforced through a system for monitoring and supporting teachers in improving classroom instruction. | Summary of Current Strategies and Actions | Intended Modifications or New Strategies | Key Benchmarks for 2018-19 |
| --- | --- | --- | --- |
|  |  | For students:  For educators: |
| MAGs Targets for 2018-19 |
|  |

| **Turnaround Practice 3:**  **Providing Student-Specific Supports and Instruction to All Students**  The school and teachers use a variety of ongoing assessments to identify student-specific needs, and a system to provide targeted, student-specific instructional interventions and supports to students. | Summary of Current Strategies and Actions | Intended Modifications or New Strategies | Key Benchmarks for 2018-19 |
| --- | --- | --- | --- |
|  |  | For students:  For educators: |

| **Turnaround Practice 4: School Climate and Culture**  The school has established a positive culture and climate for teachers, students, and families that includes shared behavioral expectations and practices, meaningful social-emotional supports for students, and strategies for engaging families that are culturally relevant and responsive. | Summary of Current Strategies and Actions | Intended Modifications or New Strategies | Key Benchmarks for 2018-19 |
| --- | --- | --- | --- |
|  |  | For students:  For educators: |
| MAGs Targets for 2018-19 |
|  |

**Section II: Reflecting on Turnaround Plan Implementation**

*Using the narrative boxes below, please describe how each turnaround practice is being incorporated into the overall school redesign effort. A 2-4 paragraph explanation for each practice is sufficient.*

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

Prompts:

* Specific to your current strategies in this turnaround practice, what worked and what did not work, and how do you know? Please provide evidence and data to support your response.
* Given this analysis, what changes will be implemented or successes leveraged for the coming year?

| <Insert Narrative> |
| --- |

**Turnaround Practice 2: Intentional practices for improving instruction**

Prompts:

* Specific to your current strategies in this turnaround practice, what worked, what did not work, and how do you know? Please provide evidence and data to support your response.
* Given this analysis, what changes will be implemented or successes leveraged for the coming year?

| <Insert Narrative> |
| --- |

**Turnaround Practice 3: Providing student-specific supports and instruction to all students**

Prompts:

* Specific to your current strategies in this turnaround practice, what worked, what did not work, and how do you know? Please provide evidence and data to support your response.
* Given this analysis, what changes will be implemented or successes leveraged for the coming year?

| <Insert Narrative> |
| --- |

**Turnaround Practice 4: School climate and culture**

Prompts:

* Specific to your current strategies in this turnaround practice, what worked, what did not work, and how do you know? Please provide evidence and data to support your response.
* Given this analysis, what changes will be implemented or successes leveraged for the coming year?

| <Insert Narrative> |
| --- |

**District Systems of Support and Assistance**

Prompts:

* Please provide one (1) example of a district system that is positively impacting the school’s turnaround work, providing evidence/data to support the claim.
* Also, provide one (1) example of a district system that has yet to fully impact the school’s turnaround work, and how district and school leaders are working together to resolve it.

| <Insert Narrative> |
| --- |

**Additional Strategies that Impacted Implementation - OPTIONAL**

Prompt:

* If applicable, please provide any other context regarding implementation of the turnaround plan that does not fit in the questions above.

| <Insert Narrative> |
| --- |

**Strategies for Students of Color**

Prompts:

* Based on an analysis of student academic and non-academic performance for all the racial subgroups at your school, what patterns do you see for your students of color? How do your students of color compare to the district and/or state?
* What strategies (either previously mentioned above or new) will be taken by the district/school in the upcoming year that will *specifically* address the needs of your students of color?
  + Examples could include: analysis of discipline data and policies; analysis of curriculum for cultural relevance; professional development for educators; or recruitment and retention strategies for educators of color.
* What efforts will be taken in the upcoming year to help meet the needs of educators of color in your district/school?

| <Insert Narrative> |
| --- |

**Section III: Budget and Sustainability**

**Academic Return on Investment Analysis**

Prompts:

* Based on an Academic Return on Investment (AROI) analysis, what strategies/interventions do you expect to continue to fund after the grant? (Please include evidence of academic impact that supports your justifications of continuing specific programs over others).
* How do you plan on sustaining turnaround efforts after the expiration of School Redesign and Level 3 School Turnaround Grant funding?

For more support in conducting a quality AROI analysis, please reference the Turnaround Sustainability Toolkit zip file (especially the Framework and Handouts files) on the ESE website. [[1]](#footnote-1)

| <Insert Narrative> |
| --- |

**FY19 Budget Justification**

Prompt:

* Please provide a justification for all proposed grant expenditures in FY19, including how each expenditure is aligned to effective implementation of the turnaround plan.
* Please provide justification for any changes that were made from the original budget projections in FY18.

| <Insert Narrative> |
| --- |

1. http://www.doe.mass.edu/turnaround/redesign/ [↑](#footnote-ref-1)