**Planning for Success: Additional Plan Requirements Checklist**

*Planning for Success a planning process designed to create a plan rooted in identified district needs, stakeholder input, defined outcomes, and aligned resources. A plan resulting from the PfS protocols should meet most state and federal plan requirements.*

*However, there are some discrete state requirements that may not be obvious, but should be incorporated into some school and/or district plans in order to comply with state law. A brief description of those requirements, with references to more detailed laws and resources, follows:*

| **Requirement/Eligibility** | **Details** | **In our Plan?** |
| --- | --- | --- |
| **Civics: Describing Student-Led Civics Projects**  **Background:** Signed into law by Governor Baker on November 8, 2018, [Chapter 296 of the Acts of 2018](https://malegislature.gov/Laws/SessionLaws/Acts/2018/Chapter296) is a law to promote and enhance civic engagement and support implementation of the [2018 History and Social Science Curriculum Framework](http://www.doe.mass.edu/frameworks/hss/2018-12.pdf).  **Requirement:** The law includes a provision that **each public school serving students in grade 8, and each public high school**, shall provide for each student not less than 1 student-led, non-partisan civics project consistent with the framework. | Districts must include in their 3-year district improvement plans a **description of how the district implements the following project requirements**.  **Civics projects** may be individual, small group or class wide, and designed to promote a student’s ability to: (i) analyze complex issues; (ii) consider differing points of view; (iii) reason, make logical arguments and support claims using valid evidence; (iv) engage in civil discourse with those who hold opposing positions; and (v) demonstrate an understanding of the connections between federal, state and local policies, including issues that may impact the student’s school or community.  Any student choosing not to participate in a particular group or class-wide project shall be offered the opportunity to develop an individual civics project, with approval by the principal. |  |
| **English Learners:** [**LOOK Act of 2017**](https://malegislature.gov/Laws/SessionLaws/Acts/2017/Chapter138)  On November 22, 2017, Governor Baker signed into law the LOOK Act (An Act Relative to Language Opportunities for Our Kids). Broadly, the new law aims to provide districts with more flexibility as to the language acquisition programs they choose to meet the needs of English learners, while maintaining accountability for timely and effective English language acquisition.  **Requirement:** The new law requires that for **districts/schools meeting certain English learner enrollment minimums** to include 1) a description of educational program models for English learners to help them meet state academic standards and curriculum frameworks in school improvement plans and 2) English learner parent advisory councils in the review of district and school improvement plans. | 1. For **schools** serving 10 or more English learners or in which English learners comprise 5% of the student population, whichever is less, **plans to improve student performance must include a description of the education program models offered for English learners** to attain speaking, reading, writing, and oral comprehension skill and in meeting state academic standards and curriculum frameworks. LOOK Act, § 27. 2. A school district or charter school operating a language acquisition program for English learners serving **100 or more English learners or in which English learners comprise at least 5 per cent of the district’s or charter school’s student** **population,**   **whichever is less**, must establish an **English learner parent advisory council**. Among the responsibilities of this council is **participating in the review of district and school improvement plans**. LOOK Act, § 56. |  |
| **Turnaround/Statewide System of Support**:  **Requirement:** Massachusetts’s new accountability system includes several planning requirements and improvement opportunities for **schools identified as requiring Broad/Comprehensive or Focused/Targeted support**. | Schools categorized as requiring **Broad/Comprehensive Support** are those identified as **underperforming or chronically underperforming under state law**. Schools categorized as in need of **Focused/Targeted Support** are those not already designated as "underperforming" or "chronically underperforming" that are in the **lowest 10th percentile of schools** in performance across the state, those with **low-performing subgroups**, high schools with a **graduation rate below 67%**, and schools with **low participation rates.** All schools with this designation must develop and implement a turnaround plan.  While the PfS model is aligned to work for schools and districts creating turnaround plans, these schools and districts are advised to consult specific requirements, guidance, templates, and resources found on the DESE’s [Statewide Systems of Support web pages.](http://www.doe.mass.edu/turnaround/) |  |