

Turnaround Plan: Instructions In Brief

District: *Athol Royalston Regional School District*

School: *Riverbend-Sanders Street School*

Level 4 School Turnaround Plan

<Date of Submission to School Committee and Local Stakeholder Group>

<Superintendent Signature> _____

<Superintendent Name>

<Date>

Turnaround Plan: Section I. Executive Summary

SECTION I: Executive Summary

Theory of Action

*If the Athol-Royalston Regional School District through cooperation between teachers, administration and the community transforms curriculum and instruction to align to the Massachusetts Curriculum Frameworks, strengthen our approach to data collection and assessment, and develop a model of tiered instruction, **then** all students will achieve greater academic success.*

In October of 2013, the SchoolWorks Monitoring Site Visit (MSV) team presented their preliminary findings for the Riverbend/Sanders Street Schools and classroom observation data that served as the foundation of our plan. The findings of the MSV correlate with District's Data Team's (DDT) analysis of aggregate and disaggregate data over the past five years. The data reveals the story of a school that began a steady low performing trend beginning in 2009. The percentage of students who scored advanced or proficient in ELA has declined by 3.0 percentage points from 17% since 2009 (CPI declined by 6.1), with a decline occurring almost every year; in 2013, only 14% of students scored advanced/proficient. Math scores also reveal a downward trend where only 6% of students scored advanced or proficient in 2013 as compared to 10% in 2009, with a decline experienced every year. While the 2013 MCAS results revealed that the school made significant drop in ELA SGP (21.5 compared to 2009), the school scored in the lowest 10% of the state in every performance category. As a result of this data, the school's Pupil Performance Index places it among the one percent of lowest performing elementary schools in the state.

The December results of the 2013 MSV Report provided compelling evidence as to why the school students are underperforming. The review team observed that students were not provided with tiered levels of instruction (19% of classes), or provided opportunities to engage in the use of higher order thinking strategies or use data to drive instruction that address their unique learning needs. The review team noted that schedules to implement the curriculum varied widely (425 minutes per week in one class and 110 minutes in another for math instruction), questions aligned to the curriculum were present in only 19% of the classrooms. The report also found that 48% of the school's population was serviced by special education. The team also observed and reported that most instruction was teacher directed and whole group. One of the goals created by the team was to develop an aligned curriculum that was comprised of topics/units of study, essential questions, assessments, pacing guides, and identify appropriate resources.

The district is requiring all elementary schools across the district to implement the foundation of this Turnaround Plan. Wherever elementary school students go in the future in this district, they will be following the Turnaround Plan moving forward. This is important to note since the district may make a decision to close Riverbend-Sanders and transfer the students into a new school in the Fall of 2016. In the Fall of 2016, all students currently housed in both Riverbend/Sanders Street along with another Athol-Royalston School, Pleasant Street School, will move to a new school on a campus location.

The ARRSB has recently seen a high percentage of teachers retire providing a unique opportunity to begin to build staff capacity. With the recent retirements, the district has hired teachers with the knowledge base and desire to be a continuous learner and change the way we serve and provide instructional opportunities for students. To build staff capacity the district will work not only with ELA consultants and math consultants, but with the Central DSAC team in the following ways:

- Coaches Network

- Connect content specialists to the work of the coaches

- Learning Walk tools and support (build staff capacity within the turnaround school and to sustain improvement over time, without consultants)

- Meet with DSAC team and staff to kick off the year to talk about what the turnaround means and what the new work will look like this year in RBSS with both vendors and coaches included

- Develop a system of accountability by seeing results across and working with DSAC staff on a monthly basis. The schools and DSAC team will develop clear benchmarks that identify early evidence of change around adult behavior, and interim student outcomes. The schools will also align both educator evaluations and the district improvement plan

- Data support/PLC implementation support

The School Redesign Team, representing a range of school and district staff, looked at where the school expected to be in three years' time and how the destination would be reached.

Through a process of reflection and purposeful design, the team identified four Priority Areas with a clear and relentless focus to improve student achievement:

(1) Transform the curriculum and instruction to address this deficit, the district will implement a more rigorous and challenging instruction aligning to the state curriculum.

(2) Develop a model of tiered instruction, incorporating a more challenging and rigorous tier 1 level of student support

(3) Strengthen our approach to data collection and assessment by developing district and school based data teams focusing on common formative and summative assessments

(4) Enhance the student's social, emotional and physical well-being through a partnership that creates a more sufficient wraparound effect for students.

These areas are central to the state's six district standards and were highlighted in the state review as specific challenge areas. We agree with this assessment and believe that immediately addressing these significant areas will position us to drastically improve student achievement over the long-term. To address this deficit, the district will develop and implement a strong collaborative school-based leadership team designed to improve the school culture to one of educational excellence. This model will use standards-based instruction as a key to academic success. The School Redesign Team will work closely to monitor curriculum implementation and instruction, strategically using external consultants to model strategies for ELA and math instruction, and a teacher coach to provide regular feedback on instructional practice. In addition, the School Redesign Team will create structures for frequent collaboration among school professionals around data, assessments, instruction, and subsequent standards based lessons and unit planning to ensure the

success of all students across all subgroups.

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Executive Summary Table

Central Challenge	Priority Area for Improvement	Key Strategies	Final (3-year) Student Outcomes
<p>Students at the RB/SS school have consistently performed well below state and district averages on state testing. The district curriculum does not align with Massachusetts Curriculum Frameworks. Due to the lack of alignment the written and taught curricula are not the same.</p>	<p>Priority #1 Transform the curriculum and instruction to address this deficit, the district will implement a more rigorous and challenging instruction aligning to the state curriculum.</p>	<p>By strategically focusing on aligning the taught curriculum to the newly designed standards based units of study, that match the Massachusetts State Frameworks, all students at RB/SS school and throughout the district will receive a cohesively taught differentiated method of instruction. The students will be provided clear expectations for student outcomes due to the development of mastery objectives that are to be used as a roadmap.</p>	<p>Students will receive a standards based approach, aligned to the Massachusetts Frameworks, which will ensure rigor and more critical thinking allowing for deeper understanding by students.</p>

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<p>At RB/SS there is not an effectively clear process to target instruction, utilize intervention support and strategies, or meet consistently to discuss the analysis of data. Instructional methods are not individualized to meet the needs of students. Tiered instruction and higher order thinking strategies are not incorporated in daily lessons to enhance the learning growth for all learners.</p>	<p>Priority #2 Develop a model of tiered instruction incorporating a more challenging and rigorous tier 1 level of student support</p>	<p>Provide professional development and ongoing coaching and frequent feedback to incorporate varied research based instructional practices. Specific focus will be on incorporating the gradual release model of instruction to develop higher order thinking skills, tiered, small group and/or individualized instruction to identify learning gaps more readily to enhance student performance.</p>	<p>Students will receive instruction based upon their educational needs using research based best practices. Students will engage in small group and tiered instruction for remedial and enrichment purposes. Learning activities will be student centered based upon readers workshop and guided math models. The gradual release model of instruction will be supported by the principal through timely feedback, by the coaches through modeling instructional practice, and support with collaborative learning walks.</p>
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Turnaround Plan: Section II. Priority Areas for School Improvement

<p>Presently, data is not used to plan and inform instruction. Assessments are not uniform and are not aligned to curriculum standards. The vast majorities of students at the RB/SS school have received needs improvement or warning on the state MCAS tests, and do not meet the benchmarks on DIBELS and the newly implemented Fountas and Pinnell.</p>	<p>Priority #3 Strengthen our approach to data collection and assessment by developing district and school based data teams focusing on common formative and summative assessments</p>	<p>Implement district and school based data assessment teams to develop and standardize formative and summative district-wide assessments. Formative Assessments include, but are not limited to, listening in on turn and talk, share backs of learning, and implement a cycle of district and school based data analysis to identify student’s instructional needs and trends in performance creating a basis from which all instructional and policy decisions are made. Implement school based data teams to assist teachers in developing data literacy.</p>	<p>Students will receive instruction based on frequent and timely formative and summative assessments. Students will continually receive timely feedback assisting them in knowing strengths and weaknesses. Students in the school and across the district will receive common valid summative assessments.</p>
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Turnaround Plan: Section II. Priority Areas for School Improvement

<p>At RB/SS there is a lack of a school community and family partnerships.</p>	<p>Priority #4 Enhance the student's social, emotional and physical wellbeing through a community partnership that creates a more sufficient wraparound effect for students.</p>	<p>Increase family and community engagement through a strong two-way communication allowing more transparency to the stakeholders about the progress of the turn-around plan. A Redesign team consisting of teachers, parents, and staff will be determining proactive ways to increase the accessibility and visibility of happenings at the RB/SS school.</p>	<p>Students, parents, and all the stakeholders will be welcomed into the school building. A communication network has been established and all stakeholders feel a sense of community and share their knowledge of the daily happenings and growth of students. The students' needs are proactively engaged by the faculty and community partnerships that have been implemented and successful in maintaining social and physical support for all learners.</p>
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Turnaround Plan: Section II. Priority Areas for School Improvement

<p>At RB/SS there is a lack of human capital to support academic and social growth for students.</p>	<p>Staffing</p>	<p>Employ a strategy to build human capital throughout the ARRSD, the Principal will be the academic leader of the school.</p> <p>At least a 50% staff turnover with only teachers proven to be successful will be able to remain</p> <p>Any academic positions not filled, will be filled by the principal by recruiting top talent.</p> <p>Two curriculum coaches (1 ELA and 1 math) will be added to the staff to help match taught curriculum to the written aligned curriculum.</p> <p>Curriculum coaches will join the DSAC coaches network.</p> <p>Teachers along with curriculum coaches will work in collaboration with DSAC to begin implementing collaborative learning walks that focus on high quality instruction and high academic and social expectations for all students.</p>	<p>The RB/SS school will have successfully implemented an aligned curriculum, built capacity with staff to successfully motivate and promote learning, and work with colleagues to continuously integrate new skills to develop a more balanced 21st century learner.</p>
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SECTION II. Priority Areas for School Improvement

Turnaround Plan: Section II. Priority Areas for School Improvement

Priority Area for Improvement #1

Priority #1: Consistently develop rigorous and challenging ELA and Math curriculum that align with Massachusetts Common Core Frameworks.

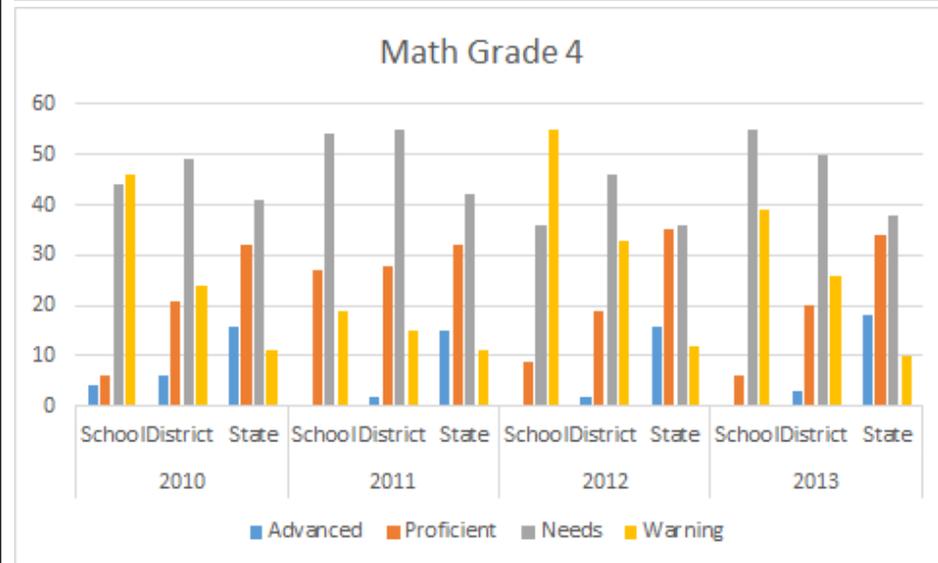
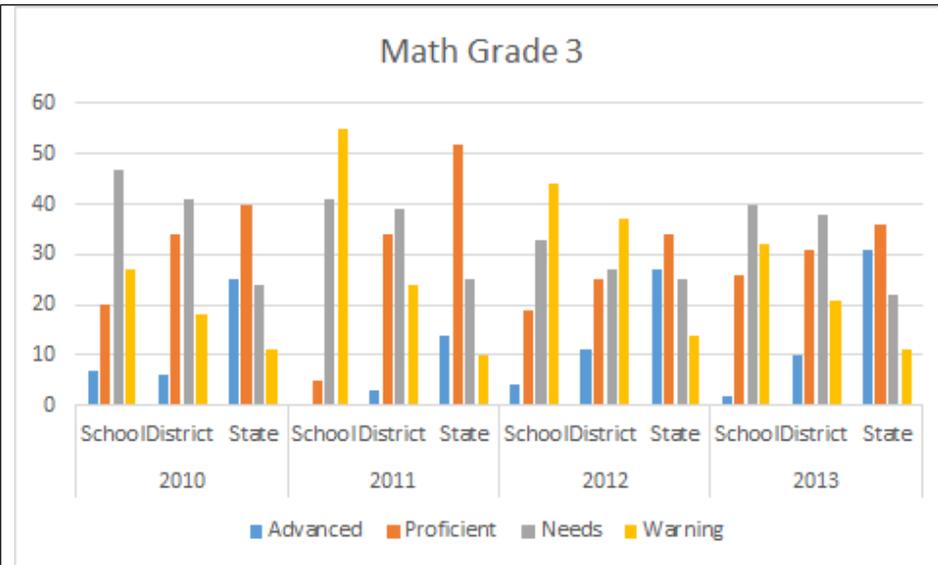
Challenge Addressed by Priority Area #1

The RB/SS Level 4 School Redesign Grant (SRG) Monitoring Site Visit explains, “The school’s curricula are not aligned to state curriculum frameworks and are not aligned vertically between grades or horizontally across classrooms at the same grade level.”

March 2013 DESE District Review Report explains on curriculum and instruction, “The district should build its capacity to develop aligned, documented, and comprehensive curricula for all content areas... “The district should now develop and implement a process for ongoing curriculum review and refinement... “In addition to being aligned with the frameworks, revised curriculum documents (guides/maps/syllabi) for each subject should include learning objectives, resources, instructional strategies, pacing guides, and measurable outcomes or assessments aligned to the frameworks.”

RB/SS will begin to strive for the future by implementing a strategic action plan that will focus on specifically addressing curriculum to match instruction. An initial disaggregation of the data identified areas of the curriculum that were not taught with fidelity. Students at the RB/SS school have consistently performed well below state and district averages on state testing. By strategically focusing on aligning the taught curriculum to the newly designed standards based units of study, that match the Massachusetts State Frameworks, all students at RB/SS school and throughout the district will receive a cohesively taught differentiated method of instruction, provide clear expectations for student outcomes by developing learning objectives that are able to be used as a roadmap for students. A standards based approach will ensure rigor and more critical thinking allowing for deeper understanding by students.

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GRADE 04 - MATHEMATICS				
ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	4	0	0	0
PROFICIENT	6	27	9	6
NEEDS IMPROVEMENT	44	54	36	55
WARNING	46	19	55	39

GRADE 04 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	0	2	0	2
PROFICIENT	17	30	20	12
NEEDS	44	55	35	49

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IMPROVEMENT				
WARNING	40	13	45	37

GRADE 03 - MATHEMATICS				
ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	7	NA	4	2
PROFICIENT	20	5	19	26
NEEDS IMPROVEMENT	47	41	33	40
WARNING	27	55	44	32

GRADE 03 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	NA	NA	8	NA
PROFICIENT	40	17	29	28
NEEDS IMPROVEMENT	27	30	46	62
WARNING	33	52	17	10

Analysis of student performance by grade level reveals that students are struggling in mathematics and ELA in grade 4 where an increased number of students are still in the needs improvement and warning area (84% in 2013- 81% in 2012 mathematics; 86% in 2013- 80% in 2012 in ELA).

This directly correlates with the findings of the MSV as to why the students are chronically underperforming. The review team observed that students were not provided tiered levels of instruction (19% of classes), or provided opportunities to engage in the use of higher order thinking strategies.

Strategies to Achieve Priority Area #1

Key Strategy	Owner	Timeline
English Language Arts	Supt and Director Of Educational Services, , Looney Math Consulating, School Principals Teachers Teachers for Teachers: Literacy Consultants Title I Director Special Education Director School Committee DSAC/DESE	
Complete alignment of curriculum with English Language Arts Massachusetts Curriculum Frameworks K-4		January –August 1, 2014.
Record all standards based units of study in Atlas Rubicon (a computer curriculum management program) to standardize curriculum across the district.		January –August 1, 2014.
DESE DSAC specialist review and approve alignment of curriculum.		June – August 2014

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School Committee Approves updated curriculum.	August 20, 2014
Consultants, teacher coaches, principals supervise lesson plans to ensure adherence to aligned curriculum.	June 2014–2017
Mathematics	
Complete alignment of curriculum with Mathematics Massachusetts Curriculum Frameworks K-4.	January –August 1, 2014.
Record all units of study in Atlas Rubicon (a computer curriculum management program) to standardize curriculum across the district.	January- August 1, 2014
DESE DSAC specialist review and approve alignment of curriculum in mathematics and English language arts.	June –August 2014
School Committee approves updated curriculum	August 20, 2014
Consultants, teacher coaches, principals supervise lesson plans to ensure adherence to aligned curriculum	June 2014–2017

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Early Evidence of Change Benchmarks #1

Early Evidence of Change Benchmark	Measurement Tool	Dates Assessed (monthly, quarterly, annually)
Curricula aligned and utilized in Atlas Rubicon in both ELA and Mathematics by all teachers at the RB/SS school.	All professional staff will be able to access, read, understand, review and implement complete units of instruction in Atlas Rubicon	August 1, 2014
A successful review for sequence and content of aligned curriculum by DESE.	Review and approval by DESE DSAC consultants for accuracy and sequencing.	August 2014
Teachers develop lesson plans from units of study (guides/maps/syllabi) for ELA and math. This will include rigorous standards based lessons, learning objectives, resources, instructional strategies, pacing guides, and measurable outcomes or assessments.	Principal and consultants will review lesson plans, etc.	August 2014
Principal supervises fidelity of the newly developed curriculum to ensure written and taught curricula alignment.	Principal observations and walkthroughs will chronicle the use of aligned lessons	Monthly
Collaboration between the teachers, math consultants, ELA consultants and coaches to support rigorous classroom instruction.	Professional staff will collaborate and review student and teacher data	Monthly

Final Outcomes Related to Student Achievement (MAGs) #1

Interim Goals (1-2 year MAGs)	Final Outcomes (3-year MAGs)
1. ELA targets: 2015 CPI- 75.5	1. ELA targets: 2015 CPI- 81.6

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2. ELA targets (High needs learners): CPI 70.2	2. ELA targets (High needs learners): 2017 CPI-77.7
3. ELA targets (Students with disabilities): CPI 63.8	3. ELA targets (Students with disabilities): 2017 CPI 72.9
4. Math targets 2015 CPI- 73.7	4. Math targets 2017 CPI- 80.3
5. Math targets 2015(High needs learners): CPI 69.3	5. Math targets 2017 (High needs learners): CPI 80.3
6. Math targets 2015(Students with disabilities): CPI 65.5	6. Math targets 2017 (Students with disabilities): CPI- 74.2

District Support and Monitoring #1

District Strategy	Owner	Evidence
<p>School Review Visits (SRV). As a result of the SRV, the district has committed to following changes: 1. Develop a template to ensure lesson unit alignment to the Common Core State Standards. 2. Lesson and unit design incorporates essential questions and formative assessments. 3. Student learning outcomes need to match lesson and unit alignment. Implementing a district-wide professional development of key research based instructional techniques to include higher order thinking/ teaching strategies, tiered instruction and behavioral interventions student achievement will increase.</p>	<p>Superintendent, Director and Educational Services, Principal</p>	<p>Early Evidence SRT Observations will indicate alignment with curriculum maps in Math and ELA</p> <p>Short-term Outcomes The school will have an increase of 5-10% of students demonstrating growth toward proficiency using the district assessments.</p>
<p>Curriculum Alignment with the Common Core State Standards. The district has worked diligently to align the district’s mathematics and ELA curriculum with the new Common Core State Standards the MA curriculum frameworks. School Redesign Team consisting of administration, teachers, and other strategic staff have engaged in this work, resulting in new district math and ELA assessments that are presently being implemented. The goal of the SRT partner as well as the buildings Instructional Leadership Team is to support teacher’s rigorous implementation.</p>	<p>Director and Educational Services and SRT Partners</p>	<p>Early Evidence SRT observations indicate that classroom lessons are aligned with existing written curriculum maps for Math and ELA.</p> <p>Short Term Outcomes District benchmarks that assess Curricular Instructional Priorities for Math and ELA show a 5---10% improvement in percentage of students scoring proficient.</p>

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<p>Incorporate deeper questioning strategies in all classrooms that utilize all cognitive domains focusing upon higher order thinking strategies such as application, analysis, synthesis and evaluation.</p>	<p>Principal, teachers</p>	<p>Early Evidence The SRT observations will observe the frequent asking of critical thinking questions that force students to delve deeper into thoughts and procure a more solidified responses. Short Term Outcomes District benchmarks and state testing will show a 5-10% increase in student's proficiency.</p>
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Priority Area for Improvement #2

Priority #2: Consistently utilize a research based instructional method to provide individualized learning for students.

Challenge Addressed by Priority Area #2

According to the MSV report, Instructional methods are not varied. Tiered instruction and higher order thinking skills are not incorporated in daily lessons nor are they individualized to meet the needs of students including those with special needs and those who are in need of remediation. Instruction is based on individual lessons rather than a unit focus.

The December 2013 classroom observations conducted by the MSV review team revealed few instances of higher order of thinking strategies: Only 25% of observed teachers used instructional approaches that students had to perform such tasks as examining, analyzing or interpreting.

It was also noted that 19% of classrooms engaged in tiered or differentiated instruction and most instruction observed was delivered in a direct instruction and teacher lead. Most teachers do not have the expertise to meet the needs of students that are struggling, which explains the 48% students receiving special education services in Grades 3 and 4.

Students are underperforming in all areas of performance at the RB/SS school. At RB/SS there is not an effectively clear process to target instruction, utilizes intervention support and strategies, or meets consistently to discuss the analysis of data. By focusing on a gradual release of responsibility model of instruction teachers will be able to use more direct formative assessments, identify learning gaps more readily, and specifically develop flexible grouping to increase student performance. The gradual release model of instruction will be supported by the principal through timely feedback, by the coaches through modeling instructional practice, and support with collaborative learning walks.

The Conditions for School Effectiveness (CSEs) articulate what schools need to have in place in order to educate their students well, based on teacher surveys. The CSEs can be used as benchmarks against which schools can gauge their practice in key areas. The areas of focus for the CSE are effective district systems, effective school leadership, aligned curriculum, effective instruction, student assessment, the principal's staffing authority, professional development, tiered instruction and adequate learning time, students' social/emotional/health needs, family/school engagement, and strategic use of resources. People taking the survey were asked to rate areas from a 1 (little evidence), 2 (developing), 3 (providing), 4 (sustaining).

According to the Conditions for School Effectiveness survey, the following areas were of high concern for student achievement, based on a lack of a consistently taught curriculum (2), absence of high expectations for student learning (2), minimal use of differentiated instruction (2), failure to utilize and analyze assessment data to drive instruction (1), and the impact of professional development follow through in the classroom (2). Other aspects of concern were tiered instruction (2), specifically the lack of universal screeners (1), inconsistent implementation of core instruction (2). These results were rated higher than the School

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Work's evaluation which also found weaknesses in many of these areas.

The newly negotiated collective bargaining agreement has allowed for the addition of three hours to the previously agreed upon 1 hour of faculty preparation time monthly. Two of the four hours will be used to analyze data to improve instruction.

The agreement also allowed us to adjust the current school schedule to allow for students to have 33% less time in unified arts instruction to now be focused in ELA and math. In addition, students will experience an additional 360 minutes per monthly of extended time in instruction. Math instruction will constitute 100 minutes per day and 110 minutes in ELA. Tiered supports are built to each block. During the instructional period, 90 minutes of the block is dedicated to direct instruction in both subjects. Students will receive 10 or 20 minutes of tier 2 or 3 supports in addition to the 90 minutes of instruction/curriculum. In response to the MSV of the RBSS schools to standardize delivery of instruction (time and content) across all elementary schools in the district with the development of a school schedule that supports more time on learning.

The school team met this summer to begin the process of aligning a new standardized lesson plan template. All lesson plans will be developed and recorded in an electronic format. The principal will discuss both face to face and through electronic communication feedback on the rigor of the lesson plans. One of the principal professional practice goals will focus on supporting teachers in the development of lesson plans. The district is also including how to deliver lesson plan feedback. The principal will follow a district educator evaluation observation schedule.

At RBSS a team has selected one ELA and one math coach to provide coaching and support to the content team members. Focus teachers will deliver 3rd and 4th grade ELA and math blocks. Teachers for Teachers will deliver ELA professional development and coaching. The consultants will deliver PD and then provide follow-up coaching on the content. The ELA coach will work with the consultants to support teachers while the consultants are not in the school. While the coaches are not in evaluation roles, however they can deliver information to the school leadership team to develop a plan to improve teacher practice. Teachers along with coaches will be assisted by DSAC to implement a system of learning walks. These learning walks will develop collegiality by focusing on the collaboration with coaches and teachers to ensure fidelity and understanding of high expectations and quality instruction. The ELA and math coaches will join a DSAC coaching network that will provide important professional growth. Monthly meetings will be conducted among the coaches, administration, and consultants to ensure all stakeholders have a common understanding moving forward. For math the district will work with Looney Math Consulting to employ the same schedule and strategy for math.

Strategies to Achieve Priority Area #2

Key Strategy	Owner	Timeline
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<p>Provide professional development to all teachers to improve instruction following a district literacy plan that develop internal structures for planning, monitoring and maintaining professional learning in literacy.</p>	<p>Supt and Director of Educational Services, School Principals Teachers Teachers for Teachers: Literacy Consultants Title I Director Special Education Director School Committee</p>	<p>Year 1-3</p>
<p>Provide instructional consultant to work with mathematics coach and teachers on the implementation of lesson plans and instruction that utilize tiered instruction; higher order thinking skills and research based instructional strategies. Provide full time mathematics coach to work in concert with Looney Mathematics Consulting to reinforce instructional strategies through day to day observation and coaching.</p>	<p>Superintendent, Director of Educational Services, Principal, Teachers, Consultants,</p>	<p>Year 1-2</p>
<p>Provide an additional 4 hours per month to increase learning time for all students in grades k-4 and 2 additional hours to analyze student assessments.</p>	<p>Superintendent, Director of Educational Services, Principal, Athol Teachers Association</p>	<p>Year 1-3</p>
<p>Conduct school based study group sessions to include demonstration lessons/ co-teaching/ instructional planning and technical support in reading and writing.</p>	<p>Superintendent, Director of Educational Services, Principals Literacy Consultants Title I Director Special Education Director</p>	<p>Year 1-3</p>

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<p>Provide an ELA coach to work in collaboration with various consultants to reinforce instructional tiered strategies through day to day observation and coaching.</p>	<p>Superintendent, Director of Educational Services, Principal Literacy Consultants Title I Director Special Education Director</p>	<p>Year 1-3</p>
<p>Utilize the “Focus Teacher” model in Grades 3 and 4. The focus teacher will be responsible for teaching the subject area in which they have exhibited exemplary ability in teaching.</p>	<p>Superintendent, Director of Educational Services, Principals Literacy Consultants Title I Director Special Education Director</p>	<p>Year 1-3</p>

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Early Evidence of Change Benchmarks #2

Early Evidence of Change Benchmark	Measurement Tool	Dates Assessed (monthly, quarterly, annually)
1. Due to the Turn Around Plan Model, 50% of all Core Curriculum teachers have been reassigned to ensure that proven proficient teachers will be teaching at RB/SS. By August 2014, 100% of all teachers in grades 3-4 will be proven to be proficient focus teachers in math or ELA.	Teach Point evaluations, learning walks, administrator/coach observations, student assessment data	December 2014
2. By February 2015, school leaders will assess the effectiveness of 100% of the teachers and identify strategies to offer improvement and encouragement.	Feedback from Teach Point observations and data analysis	February 2015
3. By June of 2015, 90% of all teachers will have implemented the Math and ELA curriculum Units of Study that are aligned to the Massachusetts Frameworks.	Evaluators' feedback, School learning walks feedback and observations	Monthly
4. 75% of the professional staff will attend summer workshop training and 90% of those staff will be observed implementing guided math techniques taught during summer workshop.	Sampling of data such as attendance sheets. School learning walks and observations be utilized to ensure implementation of taught techniques	November 15, 2014
5. By October 2014, teachers will use the newly developed school schedule of uninterrupted 90 minute learning blocks for math and ELA instruction to maximize learning time in grades k-4	School schedule	October 2014

Final Outcomes Related to Student Achievement (MAGs) #2

Interim Goals (1-2 year MAGs)	Final Outcomes (3-year MAGs)
1. Percentage of students reporting reading at home not required in school target 2015-40%	1. Percentage of students reporting reading at home not required in school target 2017- 80%
2. Percentage of students demonstrating proficiency in critical thinking skills 2015- 60%	2. Percentage of students demonstrating proficiency in critical thinking skills 2017- 80%

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3. Percentage of students scoring proficient on ELA MCAS 2013- 21%	3. Percentage of Grade 4 students scoring proficient on ELA MCAS 2017-60%
4. Percentage of scoring proficient on Math MCAS 2013-17%	4. Percentage of scoring proficient on Math MCAS 2017- 60%

District Support and Monitoring #2

District Strategy	Owner	Evidence
<p>The district has committed to the Turn Around Criteria and has reassigned 50% of all Core Curriculum teachers that have been proven to be proficient. The district has changed academic leadership (principal), with an in-district principal that has been proven to be proficient.</p> <p>The district has implemented a lesson plan template that will be utilized by every teacher at RB/SS to ensure that learning objectives, assessments, and essential questions match the intended taught curriculum.</p>	<p>Superintendent and Director of Educational Services Special education director, Alternate school principals</p>	<p>Early Evidence: 50% turnover of Core Curriculum staff. Short Term Outcome: The school will have an increase of 10-20% of students demonstrating growth toward proficiency using the district benchmarks.</p> <p>Early Evidence: Weekly lesson plans, “Messy sheets”, Assessment Planning System Short Term Outcome: The school will have an increase of 10-20% of students demonstrating growth toward proficiency using higher order thinking.</p>

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<p>The district will institute a system of monitoring and supporting classroom instruction with ELA and math coaches, learning walks, and leadership providing timely effective feedback to educators on the alignment between written and taught curricula.</p> <p>The district will redesign the school schedule to incorporate 90 minutes of uninterrupted learning blocks for ELA and math instruction.</p>	<p>Superintendent and Director of Educational Services, Special education director, Alternate school principals</p>	<p>Early Evidence: Representative sampling of learning walk observation and feedback</p> <p>Short Term Outcome: The school will have an increase of 10-20% of students demonstrating growth toward proficiency using the district benchmarks.</p> <p>Early Evidence: The SRT observations will indicate effective use of the learning blocks.</p> <p>Short Term Outcome: The school will have an increase of time on learning with focused and flexible groups to improve student achievement.</p>
<p>The district now has an additional 3 hours after school to focus on opportunities for collaboration, professional dialogue related to instructional practice, alignment to learning standards of practice and student achievement.</p>	<p>Director of Educational Services, Principal,</p>	<p>Early Evidence: Sign in sheets, feedback forms, data analysis</p> <p>Short Term Outcome: Teachers will be able to use the data effectively to deliver more strategic instruction in alignment with colleagues.</p>

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Priority Area for Improvement #3

Priority #3: Utilize a standard system of collecting and analyzing data to inform instruction, identify learning gaps, and provide a tiered system of support.

Challenge Addressed by Priority Area #3

To improve student achievement by reviewing, developing, standardizing and implementing a system of formative and summative assessment practices making student data more readily available for policy makers, administrators, teachers, parents and students. Create a high-performing data-driven culture of continuous improvement, the district should develop a more systematic and collaborative process and continually collect, analyze, and use student performance data.

RB/SS School Level 4 / School Redesign Grant (SRG) Monitoring Site Visit explains, “The school does not use a system of formative and benchmark assessments”.

March 2013 DESE Report “To create a high-performing data-driven culture of continuous improvement, the district should develop a more systematic and collaborative process to continually collect, analyze, and use student performance data.”

The vast majority of students at the RB/SS schools received needs improvement or warning on the state MCAS tests, and do not meet the benchmarks on DIBELS and the newly implemented Fountas and Pinnell. After disaggregating the data it is apparent that a pattern of low performance was present in aggregate, low income, and students with disabilities. Due to the high urgency to increase student’s performance, increase scores from warning/ needs improvement to proficient and advanced, the RB/SS school will develop a tiered system of instruction with clear protocols for identifying gaps in learning, establishing a child study team, and provide clear interventions through tiered levels of instruction.

MCAS data has been historically low compared to State averages.

	2013 CPI	2013 State CPI	2012 CPI	2012 State CPI	2011 CPI	2011 State CPI
ELA	64.1	81.1	60.9	82.05	63.2	81.6
Math	21.5	82.25	48.5	80.05	60.5	81.5

Strategies to Achieve Priority Area #3

Key Strategy	Owner	Timeline
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Turnaround Plan: Section II. Priority Areas for School Improvement

<p>Teachers will be trained to administer the Fountas and Pinnell Reading assessment to all K-4 students to determine the reading level of each student.</p>	<p>Superintendent, Director of Educational Services, Principals Consultants, Coaches, Teachers Title 1 Director</p>	<p>Fall 2014</p>
<p>Students will receive an annual Measures of Academic Progress (MAP), a norm referenced benchmark test administered 3 times a year. From this test the teacher will utilize this and other sources of data to individualize a wide range of educational programs for students from remedial to enrichment.</p>	<p>Superintendent, Director of Educational Services, Principals Consultants, Coaches, Teachers Title 1 Director</p>	<p>3 times per year</p>
<p>Teachers, coaches, principal, and Title 1 will collaborate on district literacy and math assessment data resulting in review of curriculum, lessons, and student achievement and subsequent planning. (Data Meetings)</p>	<p>Superintendent, Director of Educational Services, Principals Consultants, Coaches, Teachers Title 1 Director</p>	<p>Monthly</p>
<p>Teachers will receive instruction in creating, utilizing existing valid measures, and administering frequent formative and summative assessments and use the student data to inform instruction.</p>	<p>Superintendent, Director of Educational Services, Principals Consultants, Coaches, Teachers Title 1 Director</p>	<p>Year 1</p>
<p>Improve and expand tiered support to ensure academic success to students with special needs and English Language Learners.</p>	<p>Superintendent, Director of Educational Services, Principals Consultants, Coaches, Teachers Title 1 Director</p>	<p>Year 1-3</p>

Turnaround Plan: Section I. Executive Summary

Early Evidence of Change Benchmarks #3

Early Evidence of Change Benchmark	Measurement Tool	Dates Assessed (monthly, quarterly, annually)
1. By the end of year 1, 75% of all core teachers will be using data from district assessments to inform instruction in math and ELA.	Sample lesson plan artifacts from teachers. Samples of evaluation artifacts and from school learning walks and teacher observation	Monthly
2. By the middle of year 1, 100% of all teachers will have effectively completed 2 rounds of student assessments focusing on reading comprehension and math.	Fountas and Pinnell Assessment System and the MAP assessment	3 times per year
3. By the middle of year 1, 100% of all teachers will have participated in bi-weekly data meetings.	Signed attendance sheet and student assessment data base	Monthly

Final Outcomes Related to Student Achievement (MAGs) #3

Interim Goals (1-2 year MAGs)	Final Outcomes (3-year MAGs)
1. Percentage of students demonstrating grade level reading abilities based on district assessments (All) 2015-70%	1. Percentage of students demonstrating grade level reading abilities based on district assessments (All) 2017- 95%
2. Percentage of teachers incorporating the results of a developmentally appropriate child assessment to teach literacy as determined by a learning walkthrough or classroom observation instrument (ES) 2013 actual- 54%	2. Percentage of teachers incorporating the results of a developmentally appropriate child assessment to teach literacy as determined by a learning walkthrough or classroom observation instrument (ES) 2017 -85%
3. Narrow proficiency gaps in ELA 2013 actual 64.1	3. Narrow proficiency gaps in ELA 2017- 81.6
4. Narrow proficiency gaps in Math 2013-56.6	4. Narrow proficiency gaps in math 2017- 80.3

District Support and Monitoring #3

Turnaround Plan: Section II. Priority Areas for School Improvement

District Strategy	Owner	Evidence
Implement district and school based data assessment teams to develop and standardize formative and summative district-wide assessments. Instructional decisions are made using the data to better inform instruction.	Director of Educational Services, Principal	Formative Assessments include but are not limited to observations of turn and talk, sharing of learning. Implement school based data teams to assist teachers in developing data literacy to improve instruction.
Establish a system of analyze data to match the needs of students to more effectively provide both enrichment and intervention opportunities.	Director of Educational Services, Principal,	EWIS records for grades 1-4, Fountas and Pinnell , MAP assessment in mathematics, DIBELS k-2

Turnaround Plan: Section I. Executive Summary

Priority Area for Improvement #4 (Optional)

Priority #4: Increase school, community and family partnerships.

Challenge Addressed by Priority Area #4

Presently at the RB/SS school there is a lack of communication and collaboration between the community and school. The school is viewed to have low expectations for student performance. There are infrequent opportunities for communication between home and school along with limited participation in parent teacher organizations.

Teachers reported to the monitoring site-visit team (MSV) that “enhanced social services” are needed to improve student achievement. A similar belief was shared by members of the Stakeholders group as part of their mandatory assessment. Although socioeconomic stressors exist (see enrollment and free and reduced lunch chart) and many students are affected, the fact remains that these students can, must, and will learn to be productive members of their local and global communities. However, the creation of a safe school with an effective system of addressing a student’s well-being is needed before significant gains in achievement can occur.

Enrollment and free and reduced lunch

School (Oct. 1, 2013)	Enrollment	% Free and reduced
Sanders Street (k-2)	121	74 %
Riverbend (3-4)	89	81 %
Pleasant Street (pk - 4)	234	56 %
Royalston Community (k-6)	150	55 %
Athol-Royalston Middle (5-8)	431	66 %
Athol High (9-12)	391	53 %

The Conditions for School Effectiveness (CSEs) articulate what schools need to have in place in order to educate their students well, based on teacher surveys. The CSEs can be used as benchmarks against which schools can gauge their practice in key areas. The areas of focus for the CSE are effective district systems, effective school leadership, aligned curriculum, effective instruction, student assessment, the principal’s staffing authority, professional development, tiered instruction and adequate learning time, students’ social/emotional/health needs, family/school engagement, and strategic use of resources. People taking the survey were asked to rate areas from a 1 (little evidence), 2 (developing), 3 (providing), 4 (sustaining).

According to the Conditions for School Effectiveness survey, the following areas were of high concern for student achievement, absence of high expectations for student learning (2), and areas of family/school engagement (2). These results were rated higher than the School Works evaluation which also found weaknesses in these areas.

Turnaround Plan: Section II. Priority Areas for School Improvement

The CSE survey expressed a deep concern for the lack of high expectations possibly due to limited parental involvement, limited school outreach, and lack of opportunities for parents/ students/ and the school for opportunities for family school events.

The ARRSD has hired three employees that will equal 2 FTE’s that will provide all wraparound services with district’s schools (one full time to RBSS) in collaboration with Heywood Hospital. Also a full time therapist will be available onsite to service identified students. The school will closely monitor the participation with coordinators and programs. We will use the child study team format and use it more than once per month to focus in on individual students. In addition to monthly child study team meetings there will be weekly student concerns meetings involving the coordinator, therapists, school nurse, guidance and administration. The data gleaned from the student concerns meetings will be disseminated as needed and potentially brought forth to the child study team meeting.

Parent involvement has always been low for RBSS. ARRSD is working with Hands Across North Quabbin to establish and foster more collaboration among all stakeholders. **Hands Across North Quabbin (HANDS)** is a community-based non-profit organization that serves the rural, nine-town North Quabbin region of Massachusetts. HANDS mission is to help North Quabbin residents learn why and how to create new conditions that foster the growth of a civic culture of collaboration.

Hands Across North Quabbin is spearheading a volunteerism program in all the ARRSD schools. In addition Hands will be active participants in the district strategic plan. Hands will meet with the school faculties quarterly throughout the year. Hands will also meet with the district administrative team bi-monthly.

Key Strategy	Owner	Timeline
Increase family and community engagement opportunities.	Principal, Parent Teacher Organization, HANDS Coordinator	Year 1-2
Increase student achievement by providing opportunities for social services and health needs of children.	Director of Educational Services, Principal, Special Education Director, Heywood Health Care	Year 1-2

Turnaround Plan: Section II. Priority Areas for School Improvement

Optimize school and community partnerships by providing better more transparency through weekly newsletters and assorted social media.	Superintendent, Director of Educational Services, , Principal, HANDS coordinator	Year 1-3
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Turnaround Plan: Section I. Executive Summary

Early Evidence of Change Benchmarks #4

Early Evidence of Change Benchmark	Measurement Tool	Dates Assessed (monthly, quarterly, annually)
1. During year 1, a school climate survey will be administered to students, parents, community members, and teachers to assess the current collaboration between home and school and identify strategies for improvement.	Survey of school climate, Sign in sheets for collaboration events	Bi-annually
2. During year 1, better transparent communication focusing on progress towards academic, social, and turnaround plan goals will be communicated.	Analytics from online tools that identify viewers, parent and school communication	Weekly
3. During year 1, less crisis intervention, an increase in behavioral health for at risk students.	CHART graphing of incidents at RB/SS	Year 1

Final Outcomes Related to Student Achievement (MAGs) #4

Instructions: List 3-6 MAGs related to student outcomes that will be achieved by addressing this priority area for improvement, including both interim (1-2 year) goals and final (3-year) outcomes. Please note that the same MAGs may be used as outcomes for multiple priority areas. MAGs for subgroups should be included only if they form a key part of the priority area.

Interim Goals (1-2 year MAGs)	Final Outcomes (3-year MAGs)
1. The percentage of teachers and staff reporting that they feel a sense of urgency to improve student outcomes to 70% or higher	1. The percentage of teachers and staff that feel they have a sense of urgency to improve student outcomes to 90% or higher
2. The percentage of parents that feel their student is learning high 21 st century standards for performance 50% or higher	2. The percentage of parents that feel their student is learning high 21 st century standards for performance 85% or higher
3. The percentage of parents reporting that feel connected to the school through 21 st century communication reflecting student learning and performance 50% or higher	3. The percentage of parents that feel connected to the school through 21 st century communication reflecting student learning and performance 80% or higher
4. The percentage of parents that feel they understand the turnaround effort, the increases in academic and social areas targeted by the plan and their ability to contribute to the process of attaining the goals 50% or higher	4. The percentage of parents that feel they understand the turnaround effort, the increases in academic and social areas targeted by the plan and their ability to contribute to the process of attaining the goals 50% or higher

Turnaround Plan: Section II. Priority Areas for School Improvement

District Support and Monitoring #4

District Strategy	Owner	Evidence
The school will administer a school climate and collaboration survey twice a year to establish areas of strength and weakness throughout the duration of the turnaround plan. These results will be analyzed and reported on the school web site and newsletters.	Director of Educational Services, Principal	Results of the school and collaboration climate survey
The District will meet with the CHART administrators to review data of student’s crisis and interventions.	Director of Educational Services , Special Education Director, Principal,	Results of documentation of response to student related issues
The school will establish a parent/ teacher relations team to develop and evaluate school enrichment and engagement activities.	Principal	Sampling of sign in sheets, parent attendance to events

Turnaround Plan: Section I. Executive Summary

Turnaround Plan: Section I. Executive Summary

Required Steps to Address

Required Steps to Address	Related Priority Area(s)
Achievement gaps for limited English-proficient, special education and low-income students	Curriculum, Instruction Data and Assessment
Alternative English language learning programs for limited English proficient students	Curriculum, Instruction Data and Assessment
Social service and health needs of students at the school and their families, to help students arrive and remain at school ready to learn; may include mental health and substance abuse screening	Instruction Data and Assessment, School and Community Partnerships
Improved or expanded child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment	School and Community Partnerships
Improved workforce development services provided to students at the school and their families, to provide students and families with meaningful employment skills and opportunities	N/A
A financial plan for the school, including any additional funds to be provided by the district, commonwealth, federal government or other sources	Curriculum, Instruction Data and Assessment
Formation of a Parent Advisory Committee focused on English Language Learners (if applicable)	Curriculum, Instruction Data and Assessment
Strong leadership in Level 4 schools, including a new or current principal with a track record of success (if applicable)	Curriculum, Instruction Data and Assessment
Redesigned school day, week, or year to include additional time for student learning and teacher collaboration (if applicable)	Curriculum, Instruction Data and Assessment

Turnaround Plan: Section I. Executive Summary

Essential Conditions for School Effectiveness

Instructions: In the table below, identify which priority areas (articulated in your plan on pages 12-21) address each Essential Condition for School Effectiveness.

Essential Condition	Priority Area	Essential Condition	Priority Area
1. Effective district systems for school support and intervention	Curriculum Instruction Data and Assessment	7. Effective instruction	Curriculum Instruction Data and Assessment
2. Effective school leadership	Curriculum Instruction Data and Assessment	8. Student assessment	Curriculum Instruction Data and Assessment
3. Principal's staffing authority	Curriculum Instruction Data and Assessment	9. Professional development and structures for collaboration, including specific strategies for improving achievement of ELLs	Curriculum Instruction Data and Assessment
4. Strategic use of resources and adequate budget authority	Curriculum Instruction Data and Assessment	10. Tiered instruction and adequate learning time	Curriculum Instruction Data and Assessment
5. Family-school engagement	Curriculum Instruction Data and Assessment	11. Student's social, emotional, and health needs	Instruction, Chart Grant
6. Aligned curriculum	Curriculum Instruction Data and Assessment		

Turnaround Plan: Section II. Priority Areas for School Improvement

Turnaround Plan: Section I. Executive Summary

Guidance on 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. (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

Turnaround Plan: Section II. Priority Areas for School Improvement

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 III. Measurable Annual Goals

SECTION III. Measurable Annual Goals

Measurable Annual Goals (MAGs) are required by state law to include the following:

1. Student attendance, dismissal rates and exclusion rates
2. Student safety and discipline
3. Student promotion and graduation and dropout rates
4. Student achievement on the MCAS
5. Progress in areas of academic underperformance
6. Progress among subgroups of students, including low-income students, limited English-proficient students and students receiving special education
7. Reduction of achievement gaps among different groups of students
8. Student acquisition and mastery of twenty-first century skills
9. Development of college readiness, including at the elementary and middle school levels
10. Parent and family engagement
11. Building a culture of academic success among students
12. Building a culture of student support and success among school faculty and staff
13. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable

***Instructions:** While many of the Measurable Annual Goals related to student performance have been mentioned in Section II, provide specific targets for all the school's performance as required by state law, using the Measurable Annual Goals workbook. **

- *Student rates goals (other than graduation and drop-out rates) are developed by the district and must be entered in the Measurable Annual Goals workbook, in the **Student Rates** worksheet.*
- *Academic achievement goals are determined by ESE and pre-populated in the Measurable Annual Goals workbook, 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 workbook, 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. Goals related to Student Rates should be linked to Priority Areas in Section II. Please Reference the Measurable Annual Goals guidance documents at <http://www.doe.mass.edu/apr/sss/turnaround/level4/default.html> for additional information.

Turnaround Plan: Section IV. Union Engagement

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

Turnaround Plan: Section IV. Union Engagement

SECTION IV: Union Engagement

Instructions: In one paragraph, summarize the engagement with local unions and the result of any collective bargaining and/or Joint Resolution Committee decision.

In an attachment, please include:

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

Turnaround Plan: Section V. Local Stakeholder Group Roster

SECTION V: Local Stakeholder Group Roster

Affiliation (per state law)	Local Stakeholder Group Member Name
ESE designee	1.David Parker
School committee chair/designee	2.Nancy Melbourne
Union president/designee	3. Keith Williams
Administrator from the school (Superintendent choice)	4. Janeth Williams
Teacher from the school (faculty choice)	5. Linda Jaskoviak, Susan Tandy
Parent from the school (parent association)	6. Kristin Riordon
Social service representative (Superintendent choice)	7.
As appropriate, workforce development agencies (Superintendent choice)	8. Jeanette Robichaud
EEC rep or DHE rep (EEC commissioner or secretary choice)	9.Francis Graziano
Community member (chief executive of town choice)	10. Karen McNiff
Other:	11. William Burton At Large
Other:	12. Mitchell Grosky At Large
Other:	13.

Meeting Date(s)	Location(s)	Agenda attached (Yes/No)?	Supporting documents included (Yes/No)?
10-15-2013	Athol Royalston Middle School	Yes	Yes
10-29-2013	Athol Royalston Middle School	Yes	Yes
11-12-2013	Athol Royalston Middle School	Yes	Yes
11-21-2013	Athol Royalston Middle School	Yes	Yes

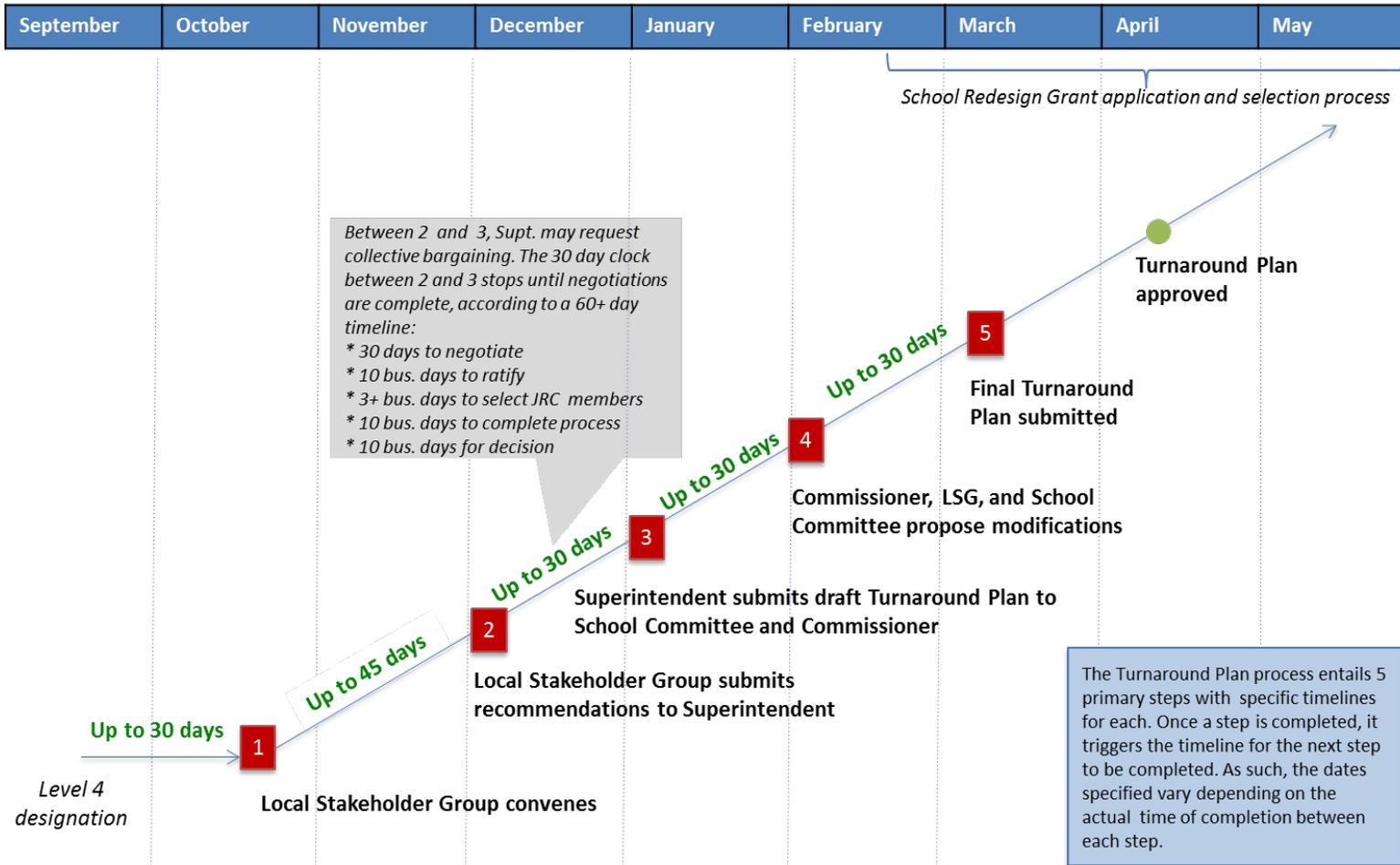
Appendix A

Appendices

APPENDIX A: Level 4 School Turnaround Plan Timeline and Process (2013-2014 School Year)

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 Plan serves as the basis for its SRG application. A general timeline for this process is outlined below.



Appendix B

APPENDIX B: Required Actions Relative to English Language Learners (ELL): 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 (www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A). 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.

3. 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

Appendix C

APPENDIX C: 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 state Turnaround Plan includes a set of suggested changes in policy and strategy that schools may make to support turnaround efforts (see Section II of the Template). 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.

How is this guidance organized?

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, Transformation, and Restart intervention models:

- Restart model: A Restart model is one in which the school is converted or closed and re-opened under a charter school operator, a charter management organization, or an education management organization. A Restart model must enroll, within the grades it serves, any former student who wishes to attend the school. Under the Restart model, the school may use any of the policies and strategies available to Level 4 schools.
- Turnaround and Transformation models: As both these models have specific requirements, the crosswalk table on the next page displays the changes that a district may make as part of state law in column 1; and the specific requirements of the Turnaround (TRD) and Transformation (TRF) models, as they relate to state law in column 2.

Column 3 in the following table displays how the proposed changes and SRG requirements relate to the Conditions for School Effectiveness.

How can I use the crosswalk on the next page?

If the school chooses to pursue a Turnaround or Transformation model, review the requirements of each intervention model and make sure that the submitted Turnaround Plan addresses the requirements listed for each possible change in policy or strategy available to Level 4 schools 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 required for both the turnaround AND transformation models. This crosswalk does not apply to schools pursuing a Restart model because the Restart model has no requirements in relation to the policies and strategies available to Level 4 schools.

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/apa/sss/turnaround/grants/default.html>. A summary of the four federal Intervention Models referred to throughout this guidance can be found at <http://www.doe.mass.edu/apa/sss/turnaround/grants/SRG-FourFedIntModels.pdf>.

Appendix C

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

L4 Statutory Options for Changes to Policy and Strategy	Required Elements of Turnaround and/or Transformation intervention models	Linkages to Conditions for School Effectiveness
<p>Curriculum and Instruction</p> <p>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</p> <p>Expand use of time: The Superintendent may expand the school day or school year or both of the school</p> <p>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</p>	<p>Turnaround and Transformation: 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>Aligned curriculum</p> <p>Effective instruction</p> <p>Tiered instruction and adequate learning time</p>
<p>Financial and Asset Management</p> <p>Reallocate school budget: The Superintendent may reallocate the uses of the existing budget of the school</p> <p>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</p>	<p>Transformation: The school will be granted the operational flexibility necessary to implement a comprehensive approach.</p>	<p>Strategic use of resources and adequate budget authority</p>

Appendix C

L4 Statutory Options for Changes to Policy and Strategy	Required Elements of Turnaround and/or Transformation intervention models	Linkages to Conditions for School Effectiveness
<p>Human Resources</p> <p>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</p> <p>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</p> <p>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</p> <p>Develop leadership: 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</p>	<p>Transformation: The district will develop and use strategies for identifying and rewarding leaders, teachers, and other staff who increase student achievement or graduation rates and provide opportunities for leaders and teacher to improve professional practice.</p> <p>Turnaround and Transformation: 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>Turnaround: The district will use locally adopted competencies to measure the effectiveness of staff, including screening all existing staff and rehire no more than 50 percent of the staff from the previous year.</p> <p>Transformation: A new or revised evaluation system for teachers and principals will be implemented that takes into account data on student growth and is designed and developed with teacher and principal involvement.</p> <p>Turnaround and Transformation: A new principal has been (or will be) hired for the 2013-14 school year to lead the school's transformation model.<i>or</i></p> <p>A new principal was hired no earlier than July 1, 2011 who will continue the school's transformation model.</p>	<p>Effective school leadership</p> <p>Principal's Staffing Authority</p> <p>Effective district systems for school support and intervention</p>
<p>Professional Development and Collaboration</p> <p>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</p> <p>Expanded teacher planning time: The Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction</p>	<p>Turnaround and Transformation: The district will provide ongoing, high quality, job-embedded professional development that is aligned with the school's instructional program.</p> <p>Transformation: The school will receive ongoing and intensive support from the district, the state, or an external provider.</p>	<p>Professional development and structures for collaboration</p>

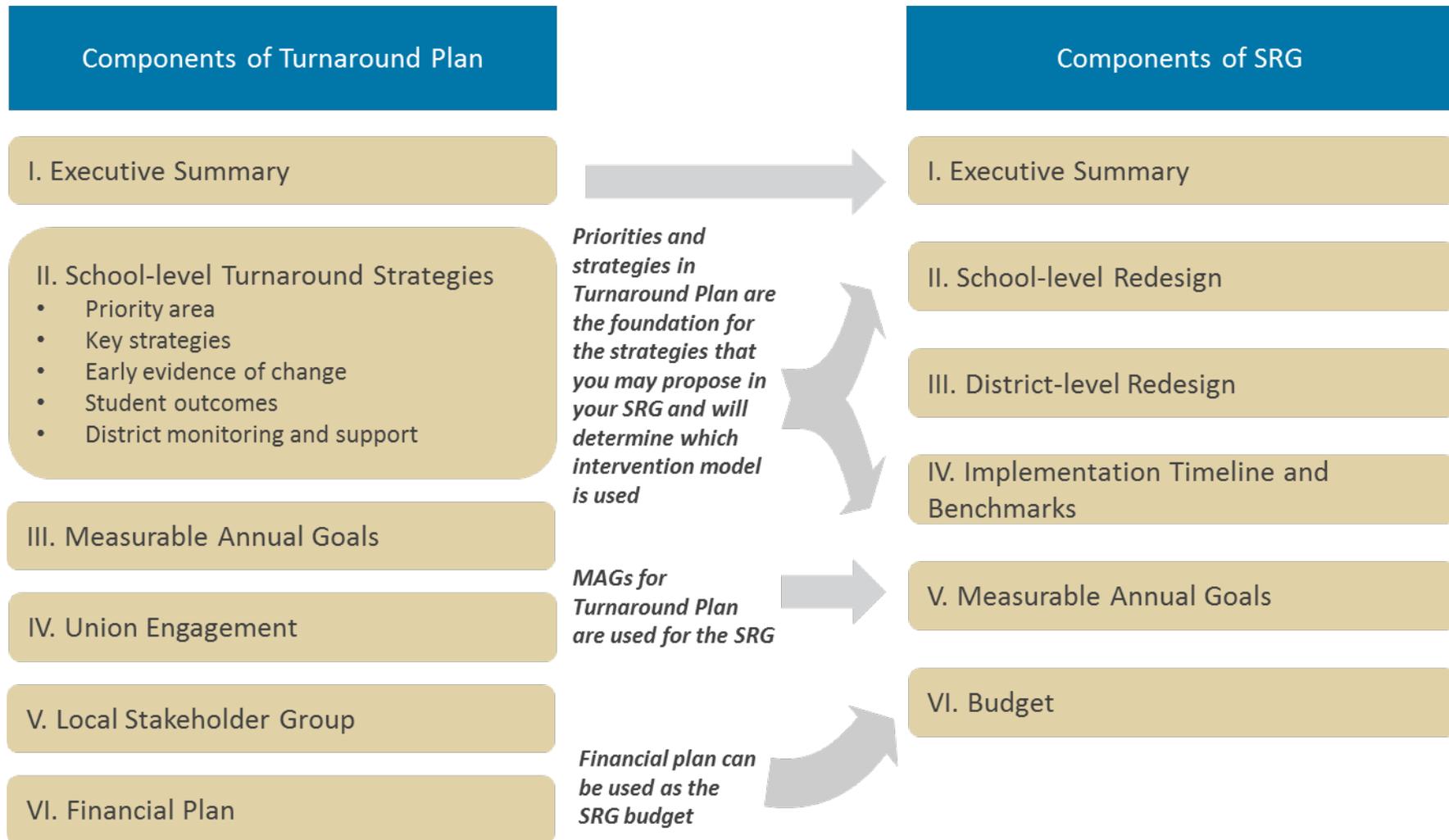
Appendix C

L4 Statutory Options for Changes to Policy and Strategy	Required Elements of Turnaround and/or Transformation intervention models	Linkages to Conditions for School Effectiveness
<p>Leadership and Governance</p> <p>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</p> <p>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</p>	<p>Turnaround: The district will adopt a new governance structure that will support the selected turnaround model.</p> <p>Transformation: The district is using data to identify and implement a research-based and aligned instructional program.</p> <p>Transformation: The district promotes the continuous use of student data in schools to inform and differentiate instruction.</p>	<p>Effective district systems for school support and intervention</p>
<p>Additional Strategies</p> <p>Study best practices: The Superintendent may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school</p> <p>Address mobility and transiency: The Superintendent may establish strategies to address mobility and transiency among the student population of the school</p> <p>Create 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</p>	<p>Transformation: The district will provide ongoing mechanisms for family and community engagement.</p> <p>Transformation: The school will receive ongoing and intensive support from the district, the state, or an external provider.</p> <p>Turnaround and Transformation: The district is using data to identify and implement a research-based and aligned instructional program.</p> <p>Turnaround and Transformation: The district promotes the continuous use of student data in schools to inform and differentiate instruction.</p> <p>Turnaround: The district will provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p>Family-school engagement</p> <p>Students' social, emotional, and health needs</p>

Appendix C

The School Turnaround Plan as Foundation for SRGs

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



Appendix D

APPENDIX D: Criteria Sheet for ESE Review of Turnaround Plans

DISTRICT: <INSERT NAME OF DISTRICT>		SCHOOL: <INSERT NAME OF SCHOOL>
SECTION II: Priority Areas for School Improvement	Extent to which the plan addresses the stated criteria, in column 1	Comments regarding plan capacity, quality of strategies, use of evidence
The plan contains between 3 and 5 priority areas for improvement .	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Evidence supporting the identification of priority areas 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. Analysis of student-achievement data includes grade-level and content-level analysis.	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
For each priority, the plan provides a list of strategies that will be used to address the stated priority . 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 2 and 4 benchmarks 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"/>	
For each priority, the plan includes 3 and 6 interim and final student achievement outcomes aligned to Measurable Annual Goals that will result from successful implementation of the priority area.	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
For each priority, the plan explains how the district will support and monitor the implementation of planned turnaround efforts . Specifically, the plan 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"/>	

Appendix D

Section II (Compliance): Extent to which steps to address the following issues are specifically articulated in the listing of priorities and strategies	Extent to which the issue is addressed:
Achievement gaps for limited English-proficient, special education and low-income students	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
Alternative English language learning programs for limited English proficient students	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
Social service and health needs of students at the school and their families, to help students arrive and remain at school ready to learn; may include mental health and substance abuse screening	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
Improved or expanded child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
Improved workforce development services provided to students at the school and their families, to provide students and families with meaningful employment skills and opportunities	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
A financial plan for the school, including any additional funds to be provided by the district, commonwealth, federal government or other sources	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"/>
Links between key priorities and Essential Conditions for Effectiveness	Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>

DISTRICT: <INSERT NAME OF DISTRICT>

SCHOOL: <INSERT NAME OF SCHOOL>

SECTION II: Reviewer Instruction

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.

Appendix D

DISTRICT: <INSERT NAME OF DISTRICT>		SCHOOL: <INSERT NAME OF SCHOOL>			
SECTION III: Measurable Annual Goals	Clearly Measurable	Includes Benchmarks	Ambitious and Attainable	Sufficiency of each MAG	
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"/>	
SECTION III: The overall set of Measurable Annual Goals is			Adequate <input type="checkbox"/>	Marginal <input type="checkbox"/>	Weak/Absent <input type="checkbox"/>
Reviewer Comments:					

Appendix D

DISTRICT: <INSERT NAME OF DISTRICT>		SCHOOL: <INSERT NAME OF SCHOOL>	
SECTION IV: Union Engagement			
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"/>
SECTION IV: The engagement with local unions is clearly described.		Adequate	<input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>
Comments:			
SECTION V: Local Stakeholder Group			
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>
SECTION V: Local Stakeholder Group requirements have been met.		Yes	<input type="checkbox"/> No <input type="checkbox"/>
Comments:			
SECTION VII: Executive Summary		Extent to which the plan addresses the stated criteria, in column 1	
The Executive Summary contains a vision of where the school will be in three years and a summary of central challenges, key priorities, related strategies, and the student outcomes that will result from each key priority		Adequate <input type="checkbox"/> Marginal <input type="checkbox"/> Weak/Absent <input type="checkbox"/>	
Comments:			

Appendix E

APPENDIX E: Financial Plan for the School

As required in the components of state law for Turnaround Plans (and in alignment with budget requirements for a Redesign Plan under the School Redesign Grant requirements), the school must provide a three-year financial plan. The development of a three-year financial plan also aligns with the Conditions for School Effectiveness (CSE #11, **Strategic use of resources and adequate budget authority**: *The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so*).

In this plan, describe:

- How any funds to be provided by the district, commonwealth, federal government or other sources will support the implementation of the Turnaround Plan
- How the district will align other resources (e.g. Title I, Part A—regular and school improvement funds, Title II Part A and Title II Part D, Title II, Part A, other state and community resources) with the proposed interventions in the school, and
- How the district will sustain the improvements after three years.

There is no specific required format for the three-year financial plan. A current school budget may be submitted in support of the response to this section. If included, be sure to note within the current school budget which funds originate from local, state, federal or other sources of funding.