

TN Department of Education

School Turnaround Program Model Plan

Tennessee Department of Education

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Introduction

The Model School Turnaround Plan (the "Plan") provides participating school districts, school turnaround committees, and independent turnaround experts with planning guidance and direction in developing their school's turnaround plan. The Plan is designed based on lessons learned in Tennessee and across the nation as education systems lead school turnaround—that is, work to produce significant gains in achievement within a short period of time and ready a school for the longer process of transformation into a high-performance organization.[1] The Plan includes direction and resources; however it is not a template. There are two important reasons why the Plan provides guidance and direction rather than a formal template to be completed: (1) a desire to spur innovative approaches to school turnaround, and (2) a recognition that independent turnaround experts[2] contracted to support this work likely have planning tools and procedures that animate a specific, research-based framework of turnaround practices.

Public Chapter 525 establishes the School Turnaround Program (STP) which includes requirements that are incorporated into this Plan. Specifically, the law[3] lists eight elements to be included in a school turnaround plan and requires the department to evaluate submitted plans against a rubric developed by the department. The Plan cross references each of the eight elements throughout to help school turnaround committees and independent turnaround experts develop plans consistent with this section of law. The rubric used to evaluate submitted plans is included in Appendix C, and relevant sections of the rubric are provided within the body of this Plan as a means for teams to reflect and check their work against the department's rubric. The rubric is included to provide transparency of expectations that will form the basis for the department's review and approval of submitted plan.

Together, the participating districts and the department share a unified goal for the School Turnaround Program (STP): for STP schools to exit priority status by the end of their four-year participation, or sooner.

While this Plan allows flexibility in how STP schools format their turnaround plans, all plans must reflect—and all teams are committed to pursuing—this shared goal.

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[1] https://www.wallacefoundation.org/knowledge-center/documents/the-school-turnaround-field-guide.pdf

[2] T.C.A. § 49-6-3607

[3] T.C.A. § 49-6-3606(c)

Finally, the Plan assumes a systems approach to school turnaround; a framework where coherent guidance and support from the state and district are included given the understanding that the state, district, and school roles are reciprocal in successful school turnaround. Put simply, our focus and effort are placed upon the school and the community it serves.

School Turnaround Plan: Submission Requirements

In order to perform a complete review of a school's turnaround plan, the submission to the department will include a number of items outlined below. Appendix C provides an outline of the school turnaround plan that is organized by the eight requirements in law. Importantly, a school's turnaround plan should reflect a detailed view of the first year of implementation and long-term goals (i.e., exit priority status) that span the full three-year implementation of the Plan. Inclusion of the long-term goals allows for backward mapping to the present year so that annual goals reflect sufficient progress to meet long-term objectives. The monitoring cycle (see Section IV for more detail) includes an annual reflection and reset period where a school's turnaround plan is viewed in light of the past year of implementation and then refined for the upcoming year. The long-term objective does not change but the strategies and priorities may after one year of implementation.

The process for submitting a school turnaround plan is provided for in state law. If the local board of education and school turnaround committee agree on a final school turnaround plan, then the local board of education shall submit the final school turnaround plan to the department for approval. In the event the local board of education and school turnaround committee do not agree on a final school turnaround plan, then the local board of education and school turnaround committee may independently submit a proposed school turnaround plan to the department for approval.

Once the department receives the submitted school turnaround plan(s), it is obligated to perform a review and approve. During review, the department may request information and evidence and/or recommend additional changes. The self-reflection embedded within each section of the Plan should help participants generating a school's turnaround plan in submitting content that is in line with the department's expectations. The department may request evidence from the school turnround committee and/or the local board of education in the process of approving the school turnaround plan. Turnaround

committees and local boards of education are encouraged to use the self-reflection tool at the end of each section as a guide for the type of evidence the department may seek during their review of the plan. Table 1 provides an overview of the documents submitted to the department. Appendix A includes a submission checklist and Appendix B provides additional guidance on each component of the school turnaround plan submission.

Table 1. School Turnaround Plan Components

Submission Section	Required Components
Executive Summary	Summarize the following information in three to five pages: • A snapshot or brief profile of the school • Brief summary of the vision for the school • Outline of the selected strategies and initiatives • Brief description of the strategies that will address the root causes of the challenges the school faces and that will be used to accelerate improvement • Description of how this plan represents a new approach to improving the educational experience for students
Goals and Benchmarks: Year 1	For the first year of implementation, summarize the following information in three to five pages: • Implementation timelines • Interim benchmarks that reflect changes in adult and student behaviors • Measurable annual goals
90-day Implementation Plan	Submit a completed 90-day implementation plan. • The template in Appendix D is not required to be followed but does provide the categories of information sought by the department.

Developing the School Turnaround Plan

Planning for and implementing an effective school turnaround plan involves concrete action. Although different terms are used in research and practice, the following guidance is organized around six concrete actions to develop the school's turnaround plan. Each of the six actions are developed more fully as steps within

the Plan.

- Comprehensive Needs Assessment: A rigorous assessment of the present condition of the school that includes the domains of leadership, talent, instruction, and culture.
- Setting the Direction: This step includes the establishment of a clear and compelling vision for the school that includes a coherent theory of action.
- Develop a Plan: This step includes the development of the school's turnaround plan as required by law and a 90-day implementation plan that includes benchmarks, outcomes, and ownership.
- Implement and Monitor: Using a 30-60-90-day cycle, this step monitors fidelity of implementation and gathers evidence of change against the Plan's short cycle benchmarks and outcomes.
- Evaluate Success: This step includes an annual review to assess progress toward achieving final outcomes (e.g., exiting priority status).
- Budgeting: This step provides an overview of budgeting process for schools and districts.



Table 2. Section Organization

Title	Description
Section Title	The section title reflects each of the steps in developing a school turnaround plan.
Suggested Timeline	The suggested timeline is a window of time where certain actions take place on a pace of plan submission by April 1.
Statutory Reference	The sections of T.C.A. that are addressed by a fully developed response to an activity.
Description of Activity	A discrete activity within the steps of designing a school improvement plan.

Key Considerations for Activity	A list of considerations for teams and the school community to consider as they work through the activity.
Self-Reflection Rubric	A rubric for self-assessment that is set against the department's standards.

Flexibility Defined

School turnaround has proven to be challenging work; it is not a linear process that guarantees positive results. Context matters in terms of implementation and impact for school improvement. Decisions about what practices to implement, when to implement them, and how to implement them, should consider the needs and context of a turnaround effort. However, flexibility in format and approach should not be construed as an opportunity to ignore the vast library of research citing evidence of what works, and alternatively what does not, in planning for and executing an effective school turnaround. To strike an appropriate balance, the Plan lays out the following expectations that are to be incorporated into a participating school's plan.

- Long-term Goal: All schools will adopt the long-term goal of exiting priority status by the end of the four-year period in which the school participates in the STP.
    - Schools are permitted to include additional long-term goals.
- 90-day Implementation Plan: The STP will proceed on a unified implementation timeframe for each school that is reflected in planning. The turnaround plan submitted to the department will include a 90-day implementation plan. The 90-day implementation plan is a key component to the continuous improvement cycle and will be updated as necessary to reflect learning.
- Uniform Monitoring/Continuous Improvement: For consistency and to leverage the benefits of short cycle continuous improvement, a uniform monitoring/continuous improvement cycle will be followed.



Step 1: Comprehensive Needs Assessment

A comprehensive needs assessment reviews systems, policies, procedures, structures, and leadership thereby enabling the school to systematically examine performance gaps and identify, understand, and prioritize

the needs that must be addressed to improve outcomes for all students. When it is done well, it is the foundation upon which all other aspects of the school's plan are built. The four aspects to conducting a comprehensive needs assessment effectively are highlighted below: establishing a framework, engaging the school community, determining assets and challenges, and conducting a root causes, and leadership.

Establishing a Framework

The connection between the comprehensive needs assessment (particularly the step of determining the assets and challenges, and root causes) and the selection of appropriate strategies occurs by applying a framework[4] that drives the analysis in this step. For example, a framework grounded in research on effective school turnaround provides criteria against which a school's present state is compared to identify gaps and acknowledge strengths. This is particularly necessary for assessing aspects of the school such as leadership, talent, and school culture.

Key Considerations

- An established framework or protocol for school turnaround to ground your inquiry through a set of guiding questions
- The research or evidence-base and rationale supporting the selected framework

Engaging the School Community

A successful comprehensive needs assessment leads to actionable priorities and meaningful change.[5] It requires active and inclusive engagement with the school community in a process to examine, identify, and diagnose the challenges that need to be addressed for rapid school improvement. The entire process should be undertaken with the local school community rather than a small group of leaders. The school turnaround committee is vital to the success of the school's turnaround but should not be a proxy for community engagement, rather the committee can serve to elevate access to the school community through their existing

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[4] Example: https://csti.wested.org/wp-content/uploads/2018/04/CST_Four-Domains-Framework-Final.pdf
[5] https://oese.ed.gov/files/2020/10/needsassessmentguidebook-508_003.pdf

relationships with and deep ties to the community through their positions.

Key Considerations

- The composition of the stakeholder groups that provide input into the plan
    - Student and community voice are considered critical to informing the direction of the school
- The perspectives of historically marginalized groups are represented in the plan
- The process used to gather input from stakeholders throughout the process not just in the delivery of results
- The recommendations made by stakeholders and how they are reflected in various components of the plan

Determining Assets and Challenges, and Conducting Root Cause Analysis

Before identifying strategies and approaches to implement, the school needs to ground itself in a thorough analysis of data to take stock of the school's strengths and challenges—particularly as they relate to the statutory goal of exiting priority status by the end of the four-year period in which the school participates in the STP. From there, schools should develop a common understanding of the root causes of identified challenges to decide what needs to change to achieve the school's vision for success. A successful comprehensive needs assessment utilizes rigorous data analysis, including diverse and high-quality data sets. Data sets are diverse if they include multiple data types, including both qualitative and quantitative data, and reflect multiple viewpoints.
Data analysis is an iterative process, and it is likely that data gathered and considered will need to be revisited to analyze assets and challenges from different vantage points.

Key Considerations

- The process (i.e., a framework) driving the analysis, this includes considering:
- The teams/roles that led and guided the process
    - The steps in the analysis
    - The ways in which other stakeholders were systematically involved in data analysis, data interpretation, and root cause analyses
    - The types of data utilized in the analyses
    - The use of high-quality data—collected using valid and reliable methods and deemed trustworthy
    - The ways in which analyses focused on equitable outcomes for student

groups (e.g., racial/ethnic, students with disabilities, English learners)

- The rigor of analysis, in which findings from the data are aggregated or compared across data sources and types to develop and support a conclusion
- Ideally, the data included in a needs assessment should be balanced among input data, output data, and demographic or community context data
- The use of multiple data types to map against specific issues or guiding questions from the framework allowing for triangulation—a rigorous method of comparing multiple data sources to substantiate conclusions reached, resulting in greater confidence in identified successes to be leveraged and challenges to be addressed

- The scope of the analysis, this includes considering:
  - School and district systems (e.g., schedules, teaming), existing resources (e.g., curriculum), policies, programs and initiatives (e.g., MTSS, PBIS), and practices
- Articulate the results of the analyses, incorporating information about:
  - The key set of assets and/or challenges the school identified for additional root cause analyses and the data that led the school to focus on them
  - The specific root causes related to those assets and challenges that the school singled out as the ones most important to address as the school sets its strategies and selected initiatives (i.e., those that, if addressed, the school hypothesizes will provide the biggest boost in terms of improvement)
    - A completed root cause analysis will result in two to five key root causes to address in your turnaround plan by articulating strategies and selecting strategies that directly address these root causes

Leadership Readiness for Turnaround

Research confirms that successful school turnaround occurs with powerful school leadership, every school that makes dramatic improvement has strong, effective, school leadership. Further, research on this topic identified several distinct competencies of successful turnaround leaders. Given the correlation between a successful school turnaround and the distinct capacity of a school leader for this unique work, the field has developed several instruments to assess a school

leader's readiness to engage in effective turnround work.

Key Considerations

- The instrument selected to evaluate a school leader for their readiness to lead the turnaround is validated by the industry for this purpose
    - An example is the Behavioral Event Interview that is used to assess a potential leader on specific competencies needed for turnaround[6]
- The rationale for and description of the instrument used

Results of the assessment are integrated into the needs assessment and school's turnaround plan.

Self-Reflection Rubric

Section	Activity	Department Rubric
Comprehensive Needs Assessment	Establishing a Framework	The framework: • Is identified and grounded in research; and • Evident throughout the school's turnaround plan, both as a theoretical and organizational tool.
	Engaging the School Community	There is evidence that: • Student, teacher, and community voice were considered critical to informing the direction of the school; • The recommendations were made by stakeholders and how they are reflected in various components of the plan; and • The process used to engage the community was inclusive and transparent.
	Determine Assets and Challenges, and Conduct Root Cause Analysis	There is evidence that: • Multiple data types were used to map against specific issues or guiding questions from the framework that allowed for triangulation; • The scope of the analysis included school and district systems, existing resources, policies, programs and initiatives, and practices; and • Two to five root causes were identified.

[6] http://www.publicimpact.com/publications/Turnaround_Leader_Selection_Toolkit.pdf, and http://www.nysed.gov/common/nysed/files/principal-project-file-46-using-competencies-to-improve-school-turnaround principal-success.pdf

	Leadership for Turnaround	There is evidence that: • An assessment was conducted; • The instrument selected to evaluate a school leader for their readiness to lead the turnaround is validated by the industry for this purpose; and • The results of the assessment are integrated into the needs assessment.



Step 2: Setting the Direction

Setting a Vision

The vision articulates the school's aspirations for students: what is valued and why, and what future success will look like. A school's vision is the foundation of the turnaround work and, as such, speaks to the unique context of the school. A vision is important but so too is the process by which the vision is developed. Establishing a vision of the future with a diverse mix of interested parties is an effective early step in the planning process that can build ownership and advocacy for the resulting plan among both educators and the community.

Key Considerations

- The long-term vision of success for the school and its students
    - What will it look like, sound like, and feel like when the school has reached it?
- The engagement of the school and community in the visioning process
    - An inclusive approach is used that contributes to a positive school culture
- The vision paints an asset-based picture of the future for students and their

school

- The vision is consistent with the goal of exiting priority status by the end of the four-year period in which the school participates in the STP.

Refining a Theory of Action

A theory of action is a research-and-evidence-based story that explains the specific changes a school intends to make in the system and the reasoning behind why these are the changes that will strengthen leadership, instruction, and learning for all students throughout the system.

Key Considerations

- The theory of action is based upon a careful analysis of the comprehensive needs assessment
- At the core of the theory of action is *action*—the theory of action considers problems of practice that contribute to results for learners
- The theory of action identifies which challenges/problems are most pressing
- There is a research-and-evidence-based rationale for claims about challenges/problems and solutions
- The tools and supports are identified that will *actually* make the changes identified in the theory of action

Self-Reflection Rubric

Section	Activity	Department Rubric
Setting the Direction	Setting a Vision	The vision: • Paints an asset-based picture of the future for students and their school; • Promotes the core values of the school; and • Is consistent with the goal of exiting priority status by the end of the school year.
	Refining a Theory of Action	The theory of action: • Is articulated based on the comprehensive needs assessment; and • Is supported by research, evidence, and a rationale for claims about challenges/problems and solutions/supports.



Step 3: Develop a Plan

School turnaround plans vary in their format, length, and tone so STP schools have the option of using a format of their choosing to articulate their strategies, timelines, and goals/benchmarks. An effective plan begins with a full consideration and synthesis of the school's vision for the future, the specific root causes that the school hypothesizes that, if addressed, are most likely to lead to rapid and sustained improvement, and a deep understanding of effective turnaround practices. Turnaround plans organize a set of strategies to implement that are aligned to effective turnaround practices and enable the selection of evidence-based programs/practices to address findings from the root cause analysis. Finally, what gets measured gets done—plans must include a goals and benchmark section that provides all stakeholders with a roadmap for the near-term implementation and outcomes that aggregate, over three years, to the vision established for the students.

Note: The narrative below uses the following structure: Goal -> Strategy -> Initiative -> Program/Practice

Determining Strategies and Initiatives

The process of determining a set of high-leverage strategies and corresponding initiatives follows a typical path that begins with taking all the comprehensive needs assessment and root cause work, brainstorming strategies and initiatives, and then narrowing these to a small, coherent set of strategies.

Key Considerations

- The strategies and initiatives are viewed through the lens of effective turnaround practices
    - The strategies are categorized by each turnaround practice
- The connections between the needs assessment, root causes, and associated strategy/initiative are evident
    - Build on assets and specifically address the root causes of the identified challenges, and are appropriate for the school's unique context
- The selection of strategies reflects cross-cutting themes that emerged from discussions with stakeholders and the comprehensive needs assessment
- An assessment of what it will take to implement the specific approaches in the school was considered
    - Factors to consider include usability, required supports, school capacity, congruity of match, integration
- The scaffolding of the implementation of strategies across multiple years, including distinct phases of implementation, is considered
- The implementation challenges are considered, material challenges are identified, and mitigation measures are considered
- The Evidence-Based Programs and Practices are identified and selected
    - To meet both state and federal requirements, schools must select from programs/practices that meet the top three evidence tiers as defined by ESSA[7] for inclusion in their turnaround plan.

Goal and Benchmarks

Well-developed goals and benchmarks communicate expectations and provide a collective understanding of where and how the school will focus its time and resources. The school community should be able to gain an understanding of the school's vision and priorities just by knowing the targets the school is aiming to meet. Goals and benchmarks are organized and time bound to enable efficient and supportive monitoring of progress.

The following goal is required to be included in each plan: The school will meet priority exit criteria by the end of the four-year period in which the school participates in the STP.

According to the state's most recent accountability protocol Priority Exit Criteria:

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[7] https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf

Schools may exit Priority or CSI status annually by meeting one of the following exit criteria:

The school's one-year success rate for the all-students group exceeds the 10th percentile in the state in both of the two most recent years;

The school's one-year success rate for the all-students group exceeds the 15th percentile in the state in the most recent year;

The school earns a TVAAS level of 4 or 5 in all accountability subjects/content areas for both of the two most recent years;

If it was identified for graduating less than 67 percent of its students, the school can exit by graduating at least 67 percent of its students in both of the two most recent years

Type	Description
Annual Goal(s) for Student Achievement	Measurable indicators of overall student achievement on an annual basis. Annual goals measure progress toward exiting priority status by the end of the four-year period in which the school participates in the STP, via one (or more) of the criteria established in the approved ESSA Plan. Annual goals should represent both academic and non-academic areas of student success and be aligned to the vision for the school.
Interim Benchmark(s): School Educators	Identify meaningful changes in adult practice that are specific, measurable, relevant, and time-bound (SMART). Articulate what school leaders, teachers, and other staff will be doing differently as a result of implementing strategies aligned with effective turnaround practices.
Interim Benchmark(s): Students	Measurable indicators that student learning and tasks are changing because of the changes in educator practice and that the school is making progress toward meeting its annual goal for student achievement. Indicators should address academic and non-academic

	areas of student success and meet the SMART determination.

Key Considerations

- Annual goals aligned with overall three-year goal to exit priority status and use appropriate metrics
- Benchmarks focus on evidence of change and outcomes rather than implementation outputs
- A few, key interim benchmarks are selected to focus on throughout the school year
- Data generation, collection, and reporting burdens are considered in establishing goals and benchmarks
- Collectively, do the benchmarks reinforce each other, and represent a coherent set of metrics to guide the school?
- Do the goals and benchmarks meet the SMART determination?
- Collectively, do the goals and benchmarks answer the questions: *what changed, for whom, by how much, and when* as a result of the actions taken?
- Timelines for implementation of specific strategies are included with sufficient detail to understand the key action steps that need to get done, by when, and by whom.

Self-Reflection Rubric

Section	Activity	Department Rubric
Develop the Plan	Determining Strategies and Initiatives	There is evidence that: • Strategies and initiatives build upon assets and specifically address the root causes of the identified challenges and are appropriate for the school's unique context.
	Identify and Select Evidence-Based Programs and Practices	To meet both state and federal requirements, the school selected from programs/practices that meet the top three evidence tiers as defined by ESSA for inclusion in their turnaround plan.
	Goal and Benchmarks	There is evidence that: • Annual goals are aligned with the overall three-year goal to exit priority status and use appropriate metrics; • All goals and benchmarks are specific, measurable, relevant, and time-bound;

		• Benchmarks focus on evidence of change and outcomes rather than only implementation outputs; and • Timelines for implementation of specific strategies have sufficient detail to understand the key action steps that need to get done, by when, and by whom.



Step 4: Implement and Monitor

The research is clear that students and their schools can make rapid improvement when schools, districts, and state leaders are actively engaged in monitoring implementation, using this information to prioritize strategies and initiatives, communicate progress and challenges, seek input from stakeholders, and make mid-course corrections. First year implementation and monitoring are prioritized in this Plan.

Overview of the annual cycle of continuous monitoring and turnaround planning. Table 4. Provides an overview of the first year of monitoring and plan revisions.

School turnaround plan is approved by the department, which includes:

- School Turnaround Plan w/ long-term goals and detail for the first year
- 90-day Implementation Plan

Beginning of year two

- Implement 90-day Plan
- Monitor and support implementation with short cycle (30 day) reviews

- At 90 days of implementation, revisit the 90-day Plan and revise accordingly to set priorities and direction for next 90-day cycle

End of year two (Annual Review)

- Complete annual review of the past year, highlighting successes and challenges
- Based on the past year's work and in alignment with long term goals, revise the School Turnaround Plan for the next school year
- Based on revised School Turnaround Plan, develop 90-day Implementation Plan for start of the next school year

Beginning of year three

Implement 90-day Plan

- Monitor and support implementation with short cycle (30 day) reviews
- At 90 days of implementation, revisit the 90-day Plan and revise accordingly to set priorities and direction for next 90-day cycle

End of year three (Annual Review)

- Complete review of the past year, highlighting successes and challenges
- Based on the past year's work and in alignment with long term goals, revise School Turnaround Plan for the next school year
- Based on revised School Turnaround Plan, develop 90-Day Implementation Plan for start of the next school year
    - Develop strategies focused on sustainability – the ability of the school with district support to continue its positive improvement

Beginning of the year four

- Implement 90-day Plan
- Monitor and support implementation with short cycle (30 day) reviews
- At 90 days of implementation, revisit the 90-day Plan and revise accordingly to set priorities and direction for next 90-day cycle

End of year four

- Complete review of the past year, highlighting successes and challenges

- Summative review of school turnaround against long-term goals, particularly whether or not the school exited priority status
- Develop sustainability plan

		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
State	Legislative Report															■
	30-day monitor/ support	•	•		•	•		•	•		•	•	•		•	
	90-Day Plan Review/Revise			▲			▲			▲						▲
	Annual Review/Revise Turnaround Plan													◆		

		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
District	30-day monitor/ support	•	•		•	•		•	•		•	•	•		•	
	90-Day Plan Review/Revise			▲			▲			▲						▲
	Annual Review/Revise Turnaround Plan													◆		

		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
School	Daily and Weekly Reports															
	30-day monitor/ support	•	•		•	•		•	•		•	•	•		•	
	90-Day Plan Review/Revise			▲			▲			▲						▲
	Annual Review/Revise Turnaround Plan													◆		

Establishing a System to Implement and Monitor Progress

The work in conducting a comprehensive needs assessment and refining root causes, identifying strategies to address each, and creating benchmarks to measure implementation and progress only add value if there is a system for people to come together and reflect on them. The law requires, and best practices support, the school, district, and state to establish monitoring systems to assess if benchmarks are being met and the school is on track to meet goals and their vision. Importantly, monitoring is also an opportunity for each level of the system (i.e., school, district, state) to identify barriers and brainstorm solutions.

Key Considerations

- Implementation and monitoring systems include sufficient detail to know when monitoring will occur, who is involved, what data will be collected, and what will happen as a result
- Clear orientation that the school's plan is a living document—cycles of continuous improvement exist
    - Results used to inform future steps that include resource allocation and refined impact
- A demand for evidence, focused on outcomes
- The will is present, and the plan is structured to abandon what is not working and scale what is
- Opportunities for early wins are present

Self-Reflection Rubric

Section	Activity	Department Rubric
Implement and Monitor	Establishing a System to Implement and Monitor Progress	There is evidence that: • The systems and processes the school will use to support and monitor the implementation and impact of the plan are aligned with 30-60-90-day annual cycles. • The implementation and monitoring systems include sufficient detail to know when monitoring will occur, who is involved, what data will be collected, and what will happen as a result.



Step 5: Assess Success

While monitoring occurs continuously throughout the year and is specifically designed around formal 90-day cycles, all levels of the system (i.e., school, district, department) need to engage with stakeholders to reflect upon the successes and challenges of the past year within the context of the school's turnaround plan. Just as the continuous monitoring throughout the year may result in adjustments to strategies and benchmarks, the annual reflection is a formal opportunity to reset the school's turnaround plan—specifically the strategies, initiatives, and benchmarks.

Key Considerations

- Provides an authentic opportunity for district and school leaders to formally share an assessment and analysis of school improvement efforts with each other and broader audiences
- Ensures ongoing state-district-school interaction with respect to implementation and monitoring
    - Includes identification and documentation of challenges, originating outside of the school's purview, with corresponding plan to resolve and identification of ownership for accountability
- Is conducted in an inclusive environment that values two-way communication
- Provides a basis for the department's annually required report of progress to the legislature

Self-Reflection Rubric

Section	Activity	Department Rubric
Assessing Success	Annual Performance Monitoring and Reporting	There is evidence that: • Annual monitoring is consistent with statutory requirements; and • Data on progress will be communicated and reported to stakeholders.

Step 6: Budget

The first year of budgeting for STP schools will involve ePlan, School Turnaround Program Grant, possible other turnaround action grants[8], and budget revision(s). Each STP school's turnaround plan must be submitted with a budget that clearly supports the work. The department acknowledges that timelines for existing budget submission and the grant cycles will occur while the STP schools are planning for turnaround. This will require flexibility from all parties to synchronize the STP school turnaround plan with an appropriate budget and the department is committed to ensure the process is efficient.

- ePlan: Districts will proceed by utilizing ePlan for budgeting purposes
- Turnaround Action Grants: Grants are available for schools, including schools participating in the STP
    - Grant applications/guidance typically are released in January
    - STP schools may substitute their turnaround plan for the required information within the grant application
- Planning Grants: Pending available funding, the department will issue planning grants to the STP schools to offset costs associated with the development of the school's turnaround plan
- Budget Revisions: It is anticipated (if not expected) that budgets will need to be revised to be responsive to the evolving work in the planning year and initial implementation; Budget revisions are allowable with proper justification

[8] Pending available funds

Key Considerations

- Funding is budgeted to support activities articulated in the turnaround plan
- For federal funding, proposed activities must be allowable, allocable, and reasonable
- Proposed activities must meet ESSA evidence tiers I-III

Appendix A: School Turnaround Plan Submission Checklist

School Improvement Plan Submission Checklist

Executive Summary	Summarize the following information in 3-5 pages:
	• A snapshot or brief profile of the school
	• Brief summary of the:
	  ○ vision for the school
	  ○ root causes
	  ○ theory of action
	• Outline the selected strategies and initiatives
	• Briefly describe how the strategies will address the root causes of the challenges the school faces that will be used to accelerate improvement
	• How this plan represents a new approach to improving the educational experience for students

Goals and Benchmarks: Year 1	Summarize the following information in 3-5 pages, for the first year of implementation: • Implementation timelines • Interim benchmarks that reflect changes in adult and student behaviors • Measurable annual goals
90-Day Plan	Submit a completed 90-Day implementation plan. • The example in the Appendix B is not required to be followed but does provide the categories of information sought by the department
Approved School Turnaround Plan	Submit the turnaround plan approved by the local board of education. Or, if the local board of education and school turnaround committee were not able to agree on one plan, then: • A plan is submitted by the local board of education summarizing the key area(s) of disagreement along with their recommendations; and

	• A plan is submitted by the school turnaround committee summarizing the key area(s) of disagreement along with their recommendation.

Appendix B: Submission Guidance

Executive Summary (3-5 pages)

School Profile

Brief description of the school's staffing, student body, community, relevant history of improvement efforts, and other material information to this school turnaround plan.

Vision

Insert the vision for the school and identify any changes.

Selected Strategies and Initiatives (3-5 pages)

Provide a brief overview of the comprehensive needs assessment and community input, an overview of your key findings and a synthesis of the strategies and initiatives for each key finding.

Example organization for this section

1. Narrative overview of the comprehensive needs assessment process and community input.

2. Key findings
   - Lack of classroom instruction rigor (Priority I)
   - School schedule does not maximize instructional time (Priority II)
   - Lack of data use to drive instruction (Priority III)
   - (Continued…)

3. Priority 1: Maximize and accelerate student achievement by increasing the rigor of classroom instruction in every classroom for every student.
   - Strategy 1.1: Implement an evidence-based, vertically, and horizontally aligned curriculum, instruction, and assessment system
   - Strategy 1.2: Ensure the conditions that support high-quality implementation of instructional practices
   - Strategy 1.3: Develop and implement comprehensive strategies to address the needs of students that qualify for Special Education

4. Continue with each Priority

New Approach to Education

Explain how the approach the school will pursue through the school's turnaround plan reflects a new method of teaching, leading, and learning at the school.

Goals and Benchmarks: Year 1 (3-5 pages)

This section summarizes the goals and benchmarks from your school's turnaround plan for the first year of implementation. The formatting used in the turnaround plan may be used here for the summary. An example of how to organize your goals and benchmarks appears below.

Priority 1: Maximize and accelerate student achievement by increasing the rigor of classroom instruction in every classroom for every student. **Year 1 Goal: By the end of the school year:** • **Each teacher will complete 16 hours of PD on instructional priorities including the use of data in driving instruction;** • **Teacher leaders identified, selected to lead PLCs and PLCs meet monthly (Jan – June) on ILT determined priorities (curriculum models, vetting); and** • **Curriculum adopted; uniform lesson planning established.**	
Strategy	**Benchmark**
Strategy 1.1: Implement a high-quality, vertically and horizontally aligned curriculum, instruction, and assessment system • **Curriculum models and programs** • **Curriculum vetting and due diligence** • **Establish clear expectations for instructional design, effectiveness and rigor. Including uniform lesson planning.**	Summer: Professional Learning delivered to all teachers Fall: PLCs will examine data to determine instructional shifts necessary to implement high quality, aligned curriculum and assessments and make recommendations for necessary changes. Winter: Learning walks to determine effectiveness of changes implemented
Continue summary of each strategy and benchmarks	

90- Day Implementation Plan

Appendix C includes a 90-day plan template that you may use for this section. Alternative formatting is acceptable so long as the information is consistent with the template provided – both in information provided and in level of detail. The 90-day plan will be used by the department and the school community to monitor the implementation of the school's turnaround plan to identify and share early

successes and to identify key challenges that must be addressed to achieve the desired outcomes.

Approved School Turnaround Plan

The final documents submitted to the department include the school's approved turnaround plan. Please attach the turnaround plan approved by the local board of education. Or, if the local board of education and school turnaround committee were not able to agree on one plan, then both plans must be submitted:

- The plan from the local board of education summarizing the key area(s) of disagreement along with their recommendations; and
- The plan from the school turnaround committee summarizing the key area(s) of disagreement along with their recommendation.

Appendix C: School Turnaround Plan Outline and Guidance

The outline and guidance offered here is based on the elements of a school's turnaround plan required by statute. The outline is structured by each of the eight elements required in law and the guidance is provided below each element. While there is not required template or format to be used there is value in structuring school turnround plans based on the required eight elements in law.

A note about timeline: The school turnaround plan will focus on the first year of implementation except for the measurable student achievement goals and objectives. The measurable goals and objectives will be provided for the life of the STP, three years, and include our shared goal of exiting priority status by the end of the four-year period in which the school participates in the STP.

1. Findings of the analysis conducted by the independent school turnaround expert.
    a. Describe the process and results from a comprehensive needs assessment (Section I in the Plan)
    b. Describe the school's vision and refined theory of action (Section II of the Plan)
    c. The department will review this section of a school's turnaround plan against the following rubric

Plan Section	Activity	Department Rubric
Comprehensive Needs Assessment	**Establishing a Framework**	The framework: • Is identified and is grounded in research; and • Evident throughout the school's turnaround plan, both as a theoretical and organizational tool.
	Engaging the School Community	There is evidence that: • student, teacher, and community voice were considered critical to informing the direction of the school. • the recommendations were made by stakeholders and how they are reflected in various components of the plan; and • the process used to engage the community was inclusive and transparent.
	Determine Assets,	There is evidence that:

	Challenges, and Conduct Root Cause Analysis	• multiple data types were used to map against specific issues or guiding questions from the framework that allowed for triangulation. • the scope of the analysis included school and district systems, existing resources, policies, programs and initiatives, and practices; and • two to five root causes were identified.
	Leadership for Turnaround	There is evidence that: • an assessment was conducted • the instrument selected to evaluate a school leader for their readiness to lead the turnaround is validated by the industry for this purpose; and • results of the assessment are integrated into the needs assessment.
Setting the Direction	**Setting a Vision**	The vision: • paints an asset-based picture of the future for students and their school; • promotes the core values of the school; and • is consistent with the goal of exiting priority status by the end of the school year.
	Refining a Theory of Action	The theory of action: • is articulated based on the comprehensive needs assessment; and • is supported by research, evidence, and a rationale for claims about challenges/problems and solutions/supports.

2. Recommendations for changes to the school's personnel, culture, curriculum, assessments, instructional practices, governance, leadership, finances, policies, or other areas.
   a. Articulate the changes recommended as a result of the school turnaround planning process (Sections I, II, III of the Plan)
   b. Align the recommended changes to the needs identified in the comprehensive needs assessment and strategies proposed to meet targeted outcomes
   c. The department will review this section of a school's turnaround plan against the following rubric

Plan Section	Activity	Department Rubric
Develop the Plan	**Determining Strategies**	There is evidence that: • strategies and initiatives build upon assets and

	and Initiatives	specifically address the root causes of the identified challenges and are appropriate for the school's unique context.
	Identify and Select Evidence-Based Programs and Practices	To meet both state and federal requirements, the school selected from programs/practices that meet the top three evidence tiers as defined by ESSA for inclusion in their turnaround plan.

3. Measurable student achievement goals and objectives
    a. Annual measurable goals and objectives are documented and a rationale is provided on how the annual goals, if met, put the school on track to exit priority status by the end of the four-year period in which the school participates in the STP.
    b. Measurable goals and objectives are aligned with the needs assessment and selected strategies
    c. The department will review this section of a school's turnaround plan against the following rubric

Plan Section	Activity	Department Rubric
Develop the Plan	**Goals and Benchmarks**	There is evidence that: • annual goals are aligned with the overall three-year goal to exit priority status and use appropriate metrics; • all goals and benchmarks are specific, measurable, relevant, and time-bound; • benchmarks focus on evidence of change and outcomes rather than only implementation outputs; and • timelines for implementation of specific strategies have sufficient detail to understand the key action steps that need to get done, by when, and by whom.

4. Professional development plan that identifies strategies to address problems of instructional practice
    a. A plan for professional development is complete and aligned with all other aspects of the school's turnaround plan, specifically the areas identified as a priority
    b. The professional development plan includes approaches verified by research and based in evidence
5. Leadership development plan focused on strategies to turn around the school

a. A plan for leadership development is complete and aligned with all other aspects of the school's turnaround plan, specifically the areas identified as a priority

b. The leadership development plan includes approaches verified by research and based in evidence

6. How progress will be monitored and measured

   a. Progress monitoring and accountability is consistent with the unified monitoring cycle (i.e., 30/60/90 day and annual reflection) outlined in Section IV of the Plan

   b. The department will review this section of a school's turnaround plan against the following rubric

Section	Activity	Department Rubric
Implement and Monitor	**Establishing a System to Implement and Monitor Progress**	There is evidence that: • the systems and processes the school will use to support and monitor the implementation and impact of the plan are aligned with 30/60/90/annual cycles; • implementation and monitoring systems include sufficient detail to know when monitoring will occur, who is involved, what data will be collected, and what will happen as a result

7. How data on progress will be communicated and reported to stakeholders

   a. A well-developed plan is included in the school's turnaround plan that articulates how progress will be communicated with the school community

8. A timeline for implementation that aligns with the timelines established for the STP program

   a. The 90-day implementation plan is submitted and is complete with sufficient scope and detail to serve for purposes of monitoring implementation

Appendix D: 90-Day Implementation Plan Template

90-DAY ACTION

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that were identified in your Comprehensive Needs Assessment. This plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the school's school improvement initiatives

90-Day Action Plan – Priority #1

District:

School:

Principal:

Initiative Focus Area (Primary Need from CNA Final Summary)
Root Cause(s): *(Identified by CNA Final Summary)*
Desired Outcome: *(Desired outcome identified in CNA Final Summary)*
School's Priority: *(Priority area to address)*
STRATEGY
Strategy Description:

SMART GOAL FOR STRATEGY

ACTIONS			
What <u>specific</u> actions need to be taken to complete a strategy identified within the Four Domain Practice Area	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Action Step Description:			
Action Step Description:			
Action Step Description:			
Action Step Description:			
Action Step Description:			
Action Step Description:			

PROGRESS/BENCHMARKS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome (What tangible/visible evidence will be collected that shows progress towards achieving the desired outcome)**	**Potential Adjustments**

HOW WILL YOU EVALUATE WHETHER YOU HAVE MET THIS GOAL?		