



## Turnaround Plan

### Overview

State law requires the Superintendent to develop and submit Turnaround Plans for each of the district's Level 4 schools to the Department of Elementary and Secondary Education. The Commissioner may choose to approve the Turnaround Plan for up to 3 years. An approved state Turnaround Plan may include changes needed in existing district and school policies and practices in order to implement components of the plan.

The enclosed Turnaround Plan template has been designed to ensure that the turnaround plan meets state law and can *also* be incorporated later into the Redesign Plan/School Turnaround Grant application that a district may choose to submit as a separate document (with additional requirements). Accordingly, the template aligns the requirements of the state law with the *Conditions for School Effectiveness* – the conditions that are required for a school to “exit” Level 4 status and that also comprise a significant part of the Redesign Plan/School Turnaround Grant application.

The enclosed guidance explicitly links the Turnaround Plan content with the federal School Turnaround Grant Plan requirements to underscore that some of the actions taken through the Turnaround Plan process may be necessary in order for the district to submit an approvable School Turnaround Grant application.

You may choose to submit your state Turnaround Plan in another format if another is more compatible with your district's current strategy for school improvement.

### Directions

Turnaround Plans should be no more than 20 pages of text (not including measurable annual goals and appendices) and be submitted along with a cover page from the superintendent. The cover page should include the name of the district and school, the superintendents' signature, and the date of the submission of this proposed Turnaround Plan to the School Committee and the Local Stakeholder Group. The Plan and cover page should be submitted electronically to

[TurnAroundPlan@doe.mass.edu](mailto:TurnAroundPlan@doe.mass.edu). Within a week after electronic submission, submit a paper copy with original signatures to:

Eva Mitchell, Manager  
Center for District and School Accountability  
Massachusetts Department of Elementary and Secondary Education (ESE)  
75 Pleasant Street, Malden, MA 02148-4906

**Due Date**

Turnaround Plans should be submitted to ESE and the School Committee within 30 days after the local stakeholder group makes its recommendations. There are some exceptions in the law allowing for up to 79 days total after local stakeholder group recommendations are made. For clarification call Kate Carbone, Manager of Urban District Assistance, at 781-338-3517.

**Approval Process**

Plans will be assessed against the enclosed Turnaround Plan Review Criteria. Within 30 days from submission, the Commissioner will send the Superintendent his decision regarding modifications and/or next steps. After submission of the final Turnaround Plan to the Commissioner for approval, the Commissioner may decide to authorize the Plan for up to 3 years.

DRAFT

# Turnaround Plan Template

**DISTRICT:** Worcester

**SCHOOL:** Union Hill School

## SECTION I. Turnaround Plan Components

*Instructions: Describe the steps planned to implement Essential Conditions for School Effectiveness (CSEs). Be sure to include specific steps regarding the six components of the Turnaround Plan required by state law underlined below. Steps could include but are not limited to baseline data collection, analyses, and first year priorities (principal selection and support; teacher recruitment and selection, tiered instruction, more time for teachers and leaders to collaborate, extended learning opportunities for students, services to address students' social, emotion, and health, and quick wins). Also describe the expected outcomes (benchmarks) for Years 1, 2 and 3.*

### IA. District Support for **Effective school leadership (CSE #2)**

Please describe:

- ▶ What is the vision for the school?

All students at Union Hill School will access a rich and balanced curriculum that focuses on achievement and high expectations. All students will have access to a safe learning environment that aligns with and supports an equitable and challenging educational opportunity for all learners. All learners will meet the challenges of the future as citizens of a multicultural/global society.

#### **Our students will:**

- Become life long learners
- Become critical thinkers and problem solvers
- Become effective communicators
- Become self-directed individuals
- Become responsible citizens in a multicultural/global society
- Acquire and maintain a positive self image
- Acquire proficiency skills in all areas of the curriculum

#### **Over-arching belief statement:**

- Positive results for students will come from changes in the knowledge, skill and behavior of administrators, teachers and parents. Policies and programs will provide the opportunity, support, and the expectation for adults to make prudent, wise and sustainable decisions on behalf of students. Turnaround plans must motivate staff to organize around key concepts:
  - a. High expectations for all learners must become the culture of the school
  - b. Decision making is derived from performance data
  - c. The development of a data informed plan with a focused effort around specific key goals will drive improvement efforts
  - d. Embedded professional development drives collaboration of teaching teams and unifies school efforts
  - e. Aligned curriculum, instruction and assessment strategies within grade levels and across school are unified, consistent and shared. These will lead all teachers toward success.

- f. Reach out towards parents, families and school community. Make the school a safe, welcoming place where involvement builds a sense of community
- g. Our action plan recommends that these adult actions will yield consistent student improvement over time:
  1. Create a sense of professionalism among staff
  2. Create a culture of achievement
  3. Institutionalize a system for constant evaluation and goal-setting
  4. Institute standards-based teaching

▶ What is the district’s strategy for establishing and supporting a strong leadership team that can implement the Turnaround Plan effectively?

- Principal appointed (Spring 2010)
- District secures Early Implementation Grant to support professional development during summer 2010 for school staff
- Assistant Principal appointed (Summer 2010)
- Instructional Leadership Team appointed by principal (Fall 2010)
- Implementation of Focus of Results to improve the professional capacity of the leadership team and staff
- Weekly coaching for leadership development of principal provided by district (Quadrant Manager)
- Weekly meetings between principal and senior level district staff for problem-prevention and problem-solving (Human Resources, Curriculum/Instruction/Assessment/Professional Development and Facilities & Business Management)
- Annual goal setting, progress monitoring, and evaluation of school leadership by district (Quadrant Manager)
- District implements 360 degree feedback for school leadership to support continuous improvement of school leadership
- Targeted professional development, based upon school results and 360 degree feedback, provided for school leadership team
- Progress monitoring and evaluation of school

▶ What will the district do to support the school at each stage of the plan’s implementation?

- Support
  - a. School vision defining intended outcomes is written and approved by stakeholders
  - b. District provides written descriptions of instructional system (key instructional structures and processes, including curriculum, instructional strategies and assessments to support academic and social-emotional learning
  - c. Principal and school leadership team develop written student code of conduct, classroom routines and professional interaction with measurable goals
  - d. Develop a school schedule to support a three-tired instructional model to support academic and social-emotional learning
  - e. Indicators and measures are set for evaluation of vision implementation, answering the question, to what degree is the school producing intended results?
  - f. Establish and Report baseline measures (Jan/June)
  - g. District implements monitoring systems involving school staff to gauge the degree of implementation of instructional system (curriculum, instruction, assessment structures and processes)
  - h. Data collected for monitoring shared goals with staff for continuous improvement of instructional systems.

- i. Full implementation of school vision, measures, and annual review with stakeholders
  - j. District collaborates with school staff to use data to improve instructional system
  - k. Annual review of data regarding student code of conduct, classroom routines, and professional interaction.
  - l. District secures school improvement funding to support school turnaround plan
  - m. District senior leadership team engages in scheduled problem-prevention and problem-solving meetings with principal
  - n. District provides weekly leadership coaching to principal
  - o. District provides written descriptions of instructional system (curriculum, instruction, assessment) to support academic and social-emotional learning
  - p. District provides 360 degree feedback model to support continuous improvement of school leadership and staff
  - q. District provides annual goal setting, progress monitoring and evaluation of school leadership
- What are the expected outcomes (benchmarks) for Year 1, Year 2 and Year 3?

- Year 1
  1. Early Implementation Grant
  2. Appointment of principal and assistant principal
  3. Appointment of school instructional leadership team
  4. Use of data to improve instructional outcomes of students
  5. Implementation of instructional system (curriculum, instruction and assessment)
  6. School schedule supporting a three-tiered instructional model
  7. Evaluation of leadership team
  8. Apply for School Turnaround Grant
- Year 2
  1. Implementation of 360 degree feedback for principal and leadership team
  2. Implementation of targeted professional development for leadership team
- Year 3
  1. Implementation of 360 degree feedback for school staff
  2. Implementation of targeted professional development for school staff
  3. Evaluation of leadership team
  4. School accountability reporting

**IB. Tiered instruction models, adequate learning time, and additional academic support (CSE #8)**

Please describe:

► What steps will be taken in this area?

- Implement school accountability system
- Develop electronic format for recording and monitoring adult actions and student outcomes
- Implement a system of assessments, including screening and diagnostic, to support the delivery of a three-tiered instructional model
- Schedule 90 minutes / day of uninterrupted core (60 minutes) and supplemental (30 minutes) instruction to support reading / English language arts and mathematics
- Implement Teacher Support Team (TST) to support effective teaching and learning

within the three-tiered instructional model

- Monitor effectiveness of TST using measurable goals
- The district and school leadership team monitor the implementation of the three-tiered instructional model via lesson plans and classroom visits
- District and school leadership team to develop with input from staff a differentiated professional development plan to support the implementation of effective instruction within a three-tiered instructional model
- Deliver intervention level support to students without interrupting core and supplemental instructional supports to students
- Extend learning opportunities connected to core instruction for students by increasing the length of the school day and school year
- Engage parents and community supports to extend learning opportunities connected to core instruction
- Monitor student results in 5-6 week intervals
- Use student results to improve the instruction and systems of support

Specifically, what steps will the school take to address achievement gaps among its student population? (Specifically, LEP students, special education student and low-income students)

1. Implementation of Breakthrough to Literacy for students in grades K, 1 and 2
2. Implementation of Fast For Word for students in grades 3, 4, 5, and 6
3. Implement Visual Thinking Strategies for students in grades K-6
4. Implementation of a three-tiered instructional model
5. Implementation of a lesson plan to include language objective, content objective and student connections (culture, background, and future college / career)
6. Progress monitoring (5-6 weeks) for students, aggregate, LEP, Special Education and Low Income
7. Consultation between school leadership team and district specialists (Curriculum, LEP and Special Education)
8. Professional development for school leadership and staff to address specific needs of LEP students, special education students and low-income students
9. Provide weekly communication of student results from Breakthrough to Literacy and Fast For Word to parents
10. Support student participation in Breakthrough to Literacy and Fast For Word with incentive program
11. Provide weekly student data from Breakthrough to Literacy and Fast for Word to teachers

- Specifically, what steps will be taken to develop alternative ELL programs (“not withstanding chapter 71A”)?

1. Differentiate instruction based upon assessment results of content and language

For students with high levels of content and high levels of language proficiency (L1):

- Use flexible grouping strategies during core instruction to scaffold English development using students’ strength in content
- Provide supplemental supports to strengthen content and L1 proficiency with non-fiction leveled text

- Provide supplemental support using adaptive computer-based instruction, to build content and language skills

For students with high levels of content and low levels of language proficiency:

- Use flexible grouping strategies to engage students with peers who have high levels of language proficiency
- Provide supplemental support to scaffold English language development using students' strength in concept development
- Provide supplemental support using adaptive computer-based instruction, to build content and language skills

For students with low levels of content and high levels of language proficiency (L1):

- Use flexible grouping strategies to engage students with peers who have high levels of content proficiency to scaffold English language development
- Provide supplemental support to scaffold content development using non-fiction text (L1)
- Provide supplemental support using adaptive computer-based instruction, to build content and language skills

For students with low levels of content and low levels of language proficiency (L1):

- Use flexible grouping strategies to capitalize on each student's individual strengths (such as persistence, leadership, problem-solving) to engage students with content and English language to increase comprehensible input
- Provide supplemental support using adaptive computer-based instruction, to build content and English language skills
- Provide students with intervention level support to strengthen content and English language development, such as with ESL support

2. Provide all staff with professional development to support their capacity in delivering differentiated instruction for second language learners
3. Provide all staff with professional development in Sheltered Instruction.
4. Implement Sheltered Instruction across K-6 continuum

▶ What are the expected outcomes (benchmarks) for Year 1, Year 2 and Year 3?

- Year 1

- Professional Development

- All staff trained to use screening and diagnostic assessments pertinent to the delivery of three-tiered instruction
- All staff trained to deliver three-tiered instruction using the results of screening and diagnostic assessments to differentiate instruction
- All staff trained in Sheltered Instruction

- Instructional Delivery

- All staff planning instruction using content objectives, language objectives and making relevant connections to students
- Data used to support instructional improvements via the Teacher Assistance Team
- School data collected and analyzed via the School Accountability Plan to support improved student achievement
- Verification of implementation of three-tiered instructional model
- Student learning is supported beyond the traditional school day and school year

- Year 2
  - Professional Development
    - Differentiated professional development to continue building capacity of staff to deliver three-tiered instruction
    - All staff trained to deliver differential instructional support to students who have limited English proficiency
  - Instructional Delivery
    - Parents support core instruction in meaningful ways
    - Community partners support core instruction in meaningful ways
- Year 3
  - Professional Development
    - Differentiated professional development provided to staff to build capacity with three-tiered instruction and differentiated instruction for students with limited English proficiency
  - Instructional Delivery
    - Data indicate strong and stable three-tiered delivery system
    - Assessments trigger early instructional supports for students
    - 80% of students meeting school benchmarks for reading by the end of grade 3

**IC. Students’ social, emotional, and health needs (CSE #9) & Family-school relationships (CSE #10)**

A needs assessment will be conducted to determine the needs of parents and the school community. Results of this assessment will inform the design and implementation of interventions by the school and school partners.

Please describe:

▶ What steps will be taken in this area?

- District\school will apply for full service Community Schools Grant in order to provide opportunities for students and families social, emotional and health needs. We will provide:
  - a. Health Center
  - b. Adult Education-GED-ESL and job training
  - c. Network and solicit engagement from community agencies, colleges and programs to best support families
- School will monitor student attendance and truancy
- School will organize a PTO and Site Council
- Principal and ILT will plan curriculum workshops
- Principal will create a structure for student support-SSP
- School\district will extend learning opportunities for students
- Staff will re-train in PBIS program and protocols
- Principal will communicate weekly with families through newsletters, connect-ed and parent meetings
- District will address physical plant issues (paint, repairs, curb appeal cleanliness and creating appropriate instructional space for special education classrooms
- School\district will provide healthy snacks options for students
- Establish a uniform policy
- Create a parent liaison position to run workshops and proactively engage parents



- in learning process
- Full service community school model – with wraparound services – health center, adult education, wellness and nutrition

▶ Specifically, what steps will be taken to address the social service and health needs of students; to promote a safe and secure learning environment by improving or expanding child welfare services and law enforcement services; and, to improve workforce development services (“meaningful employment skills and opportunities”)?

Needs identified in the assessment survey, recommendations of the Local Stakeholder Group and, best practices will be used to address the social service and health needs of students, promote a safe and secure learning environment, improve and expand child welfare services and law enforcement services, and improve workforce development services.

1. Family wellness initiatives in conjunction with UMass Health Centers
2. Implementation of social-emotional curriculum (PBIS and Responsive Classroom)
3. Efficacy training for all staff members
4. Add staffing to address social-emotional needs
5. Add staffing to coordinate services provided by community-based partners to address social-emotional and health needs of students and families
6. Implement physical activities for students and families via partnerships, e.g. Boys and Girls Club and Worcester Academy
7. Partner with Worcester Police Department and District Attorney to address issues pertinent to social networking and gang involvement
8. Implement adult education programs to address English as a Second Literacy, Financial Literacy and Workforce Development
9. Provide community-based Internet services
10. Partner with local colleges and Worcester Academy to institute mentoring and advisory for students
11. Partner with United Way to institute wrap-around services for students and families
12. Partner with Stand for Children to increase advocacy for families
13. Partner with Stand for Children to increase communication between the school and school community stakeholders

▶ What are the expected outcomes (benchmarks) for Year 1, Year 2 and Year 3?

- Year 1
  1. Student and family access to health care and social-emotional supports beyond the school day
  2. Train all school staff in the areas of PBIS and Responsive Classroom
  3. Implementation of PBIS across the school
  4. Implementation of Responsive Classroom in each classroom, PK-6
  5. Train all staff members in Efficacy
  6. Swim and Gym program implementation for grades 3-6 via partnership with Worcester Academy
  7. Worcester Police Department and District Attorney provide in-school meetings with students to address issues pertinent to social networking and gang involvement
  8. Implement parent workshops to address literacy needs in the evening
  9. Identify locations for technology centers in the school and community
  10. Computer (technology) donations secured
  11. Implement mentoring for students in grade 6 via partnership with Worcester Academy

12. Conduct needs assessment for wrap-around support
  13. Parent involvement in school functions increases by 30% due advocacy and communication provided by Stand for Children
- Year 2
    1. Train 30% of parents in the area of PBIS
    2. Efficacy training for new staff members
    3. Worcester Police Department and District Attorney provide community meetings with families to address issues pertinent to social networking and gang involvement
    4. Distribute technology resources to identified locations
    5. Strengthen and expand mentoring for students in grade 5 and carry over mentors to follow students to grade 7
    6. Initiate a referral process to connect families to the United Way
    7. Parent involvement in school functions increases by 30% due advocacy and communication provided by Stand for Children
  - Year 3
    1. Train an additional 30% of parents in the area of PBIS
    2. Train school partners in the areas of PBIS
    3. Expand collaboration between families, Worcester Police Department and District Attorney to address issues pertinent to social networking and gang involvement
    4. Implement evaluation of community-based technology services
    5. Expand community-based technology supports
    6. Implement a system of mentoring supports to span grades 5-8
    7. Expand wrap-around supports provided by United Way and added community partners
    8. Parent involvement in school functions increases by 30% due advocacy and communication provided by Stand for Children

**ID. Strategic use of resources and adequate budget authority (CSE #11)**

Please describe:

▶ What steps will be taken in this area?

- 32% increase in per pupil allocation of district funding to school
- One (1) additional (FTE) coaching position to school
- One (1) new computer lab
- One (1) site license for adaptive technology (Fast For Word)
- One (1) site license for adaptive technology (Breakthrough to Literacy)
- Additional classroom technology (hardware)
- Physical plant improvements
- Additional support staff to address prioritized needs.

▶ Specifically, what steps will be taken to develop a new financial plan for the school?

A new financial plan has been created for the school to involve the principal in a systematic, collaborative process for decision-making that results in sustained improvement across the three domains of school improvement:

1. Educational programming
2. Physical plant
3. Technology supports

Implementation will be supported by the following steps

1. Principal and faculty conduct annual assessment of needs for educational programming, physical plant and technology
2. Principal and school leadership team prioritize and categorize needs for use in decision-making for the allocation and distribution of local, state and federal funds
3. Principal and district collaborate to align available resources with school needs
4. District uses school priorities to pursue state and federal funds

▶ What are the expected outcomes (benchmarks) for Year 1, Year 2 and Year 3?

- Year 1
  1. Increased per pupil local funds (32% increase equal to \$83/student)
  2. Prioritized school needs across the three domains of school improvement:
    - a. Educational programming
    - b. Physical Plant
    - c. Technology supportsphysical plant and technology supports
  3. Scheduled meetings between principal and district to distribute Title I, Title II and Title III funds to meet prioritized needs of school
  4. Increased technology for classrooms
  5. Increased school technology via computer lab
  6. Early Implementation Grant funds secured (\$125,000)
  7. Application for the Massachusetts Bridge Grant
  8. Application for Federal School Improvement Grant (SIG)
- Year 2
  1. Augmented local funding to expand and sustain identified and prioritized needs
  2. Achieved benchmarks to sustain Federal School Improvement Grant funding
  3. Aligned Title I, Title II, and Title III funding to meet prioritized school needs
- Year 3
  1. Increased local funding to sustain improvements across the three domains of school improvement:
    - a. Educational programming
    - b. Physical plant
    - c. Technology support
  2. Achieved benchmarks to sustain Federal School Improvement Grant funding
  3. Application for pertinent grants

**SECTION II: Changes Necessary to Promote the Rapid Academic Achievement of Students**

*Instructions: The options below are changes to consider under state law. Identify which of these proposed changes are needed to implement the school's Turnaround Plan, describe each change, and describe the rationale for proposing each change.*

**IIA. District Support for Effective School Leadership (CSE #2)**

Please check (☒) each change proposed:

- Plan professional development for administrators that includes leadership skills and distributed leadership
- Require all staff to re-apply for employment
- Differentiate compensation of school staff
- Limit, suspend or change 1 or more school district policy or practice related to the school
- Limit, suspend, or change collective bargaining agreements (as long as reduced pay is commensurate with reduced hours)
- Search for and study best practices
- Additional components/authorities based on reasons for underperformance and recommendations of stakeholder group, i.e., "other."

For every proposed change please provide a clear and complete:

- ▶ Description of the change.
- ▶ Rationale for the change.

**Differentiate compensation of school staff**

Description: Compensate school staff to adjust for increased responsibilities pertinent to improved school and student outcomes.

Rationale: School staff may be required to work additional hours/days/months to generate improved school and student outcomes.

**Limit, suspend, or change 1 or more school district policy or practice related to the school**

Description: Develop and implement school policy district policy to govern structures and processes pertinent to Teaching and Learning across the three levels of the system (district, school, and classroom) and generate improved and student performance.

Rationale: Gaps exist in current school district policy governing curriculum, instruction, assessment, professional development, and learning context.

**Limit, suspend, or change collective bargaining agreements (as long as reduced pay is commensurate with reduced hours)**

Description: Limit, suspend, or change collective bargaining agreements to maximize the potential of the district's workforce in leveraging improved student outcomes.

Rationale: Changes in current collective bargaining agreements may enhance the efficacy of the workforce in supporting improved outcomes.

**Search for and study best practices**

Description: Conduct research and benchmarking to ensure continuous improvement of structures and practices pertinent to improved school and student performance.

Rationale: Systems of continuous improvement rely upon ongoing research and benchmarking.

**Additional components/authorities based on reasons for underperformance and recommendations of stakeholder group, i.e., “other”**

Description: The principal will exercise staffing autonomies to ensure the delivery of quality instruction resulting in high levels of student performance.

Rationale: Increased staffing autonomy is required for principals to ensure inputs are aligned with intended outcomes.

**IIB. Tiered instruction models, adequate learning time, and additional academic support (CSE #8)**

Please check () each change proposed:

- Expand, alter, or replace the curriculum
- Expand school day and/or year
- Add pre-K and full-day kindergarten
- Other

For every proposed change please provide a clear and complete:

- ▶ Description of the change.
- ▶ Rationale for the change.

**Expand, alter, or replace the curriculum**

Description: Implement curriculum to support a three-tiered instructional delivery model, including Core, Supplemental, and Intervention instruction for academic and social-emotional learning outcomes. Implement appropriate adaptive technology to support improved student outcomes across a three-tiered instructional delivery model.

Rationale: Current curriculum is insufficient to implement systematic instruction needed to support improved student outcomes across academic and social-emotional domains.

**Expand school day and/or year**

Description: Increase learning supports and opportunities for students to ensure improved student learning outcomes.

Rationale: Adding time to the end of the day and/or year will support the delivery of additional learning supports and opportunities to improve student learning outcomes.

**IIC. Students’ social, emotional, and health needs (CSE #9) & Family-school relationships (CSE #10)**

Please check () each change proposed:

- Address mobility and transiency
- Other

For every proposed change please provide a clear and complete:

- ▶ Description of the change.
- ▶ Rationale for the change.

**Address mobility and transience**

Description: Change school district policies and practices that contribute to student mobility and transience. Provide school and community supports to families for the purpose of increasing stability of the school's student population.

Rationale: Student mobility and transience has a negative impact on student results. Family stability has a positive impact on student mobility and transience.

**IID. Strategic use of resources and adequate budget authority (CSE #11)**

Please check () each change proposed:

- Reallocate existing budget
- Provide additional district funds (up to per-pupil)
- Other, e.g., federal funds

For every proposed change please provide a clear and complete:

- ▶ Description of the change.
- ▶ Rationale for the change.

**Provide additional district funds (up to per pupil)**

Description: Increase the per pupil allocation by 32% = \$83/student

Rationale: Added student supports are required to improve the effectiveness of the instructional delivery system and generate improved student results.

**Other, e.g., federal funds**

Description: Provide increased financial acumen and autonomy to the principal for purpose of ensuring effective instruction and improved student learning. A systematic, collaborative process will be implemented to ensure the alignment of Title I, Title II, and Title III funds with school needs.

Rationale: The principal needs increased financial acumen and autonomy to fulfill responsibilities for improved school and student performance.

**IIE. Professional Development and Structures for Collaboration (CSE #7)**

Please check () each change proposed:

- Include job-embedded professional development with teacher input and feedback
- Increase teacher planning time and collaboration focused on improving student instruction
- Provide for a continuum of high-expertise teachers by aligning hiring, induction, evaluation, professional development, advancement, culture, and organizational structure
- Other

For every proposed change please provide a clear and complete:

- ▶ Description of the change.

- ▶ Rationale for the change.

**Include job-embedded professional development with teacher input and feedback**

Description: Implement job-embedded professional development to differentiate supports required to improve teaching and learning.

Rationale: Differentiated professional development that is highly rigorous and relevant supports improved teaching and learning.

**Increase teacher planning time and collaboration focused on improving student instruction**

Description: Provide teachers with regular, scheduled, frequent collaborative professional learning time focused on improving student learning.

Rationale: Professional learning communities rely upon a structure that supports collaborative planning and learning that is focused on improving student instruction.

**Provide for a continuum of high-expertise teachers by aligning hiring, induction, evaluation, professional development, advancement, culture, and organizational structure**

Description: Implement improved processes to provide, support, develop, and maintain a supply of high quality adults sufficient to ensure high levels of schools and student performance.

Rationale: High levels of school and student performance rely upon the systems capacity to provide, support, develop, and maintain its human capital.

**SECTION III: Measurable Annual Goals**

*Instructions: Provide specific targets for the school's performance required by state law.*

PLEASE COMPLETE ATTACHED EXCEL TEMPLATE WITH MEASURABLE ANNUAL GOALS

- ▶ Is Excel template complete and attached? Yes  No

Working with state on this section. Will forward on Monday, July 19, 2010 when complete.

**SECTION IV: Local Stakeholder Group Roster**

*Instructions: List participants required by state law. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings.*

Affiliation (per state law)	Local Stakeholder Group Member Name
ESE designee	1. Nyal Fuentes
School committee chair/designee	2. Tracy Novick
Union president/designee	3. Michael Sireci
Administrator from the school (superintendent choice)	4. Marie Morse
Teacher from the school (faculty choice)	5. Rosemary Ford
Parent from the school (parent association)	6. Wanda Dominquez
Social service representative (superintendent choice)	7. Tim Garvin – United Way
As appropriate, workforce development agencies (superintendent choice)	8. Rosa Fernandez – Workforce Development
EEC rep or DHE rep (EEC commissioner or secretary choice)	9. Linda Granville, YWCA
Community member (chief executive of town choice)	10. Jabian Guitierrez, Stand for Children
Other:	11. Carolan Kaspar
Other:	12. Joanne McDoonnell, Anna Maria College
Other: Superintendent’s Designee	13. Jeffrey Mulqueen

Meeting Date(s)	Location(s)	Agenda attached?		Supporting documents included?	
May 12, 2010	Durkin Administration Building	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
May 18, 2010	Worcester Academy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
May 25, 2010	Worcester Academy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
June 1, 2010	Worcester Academy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
June 8, 2010	Worcester Academy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
June 15, 2010	Worcester Academy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>



**SECTION V: Good Faith Bargaining**

*Instructions: Describe the engagement with local unions and the result of any collective bargaining and/or joint resolution committee decision (including dates of collective bargaining meetings and meetings of joint resolution committees, if any).*

Please describe:	
▶ The engagement with local unions	
	<ul style="list-style-type: none"><li>• Educational Association of Worcester (EAW) represented/served on Local Stakeholder Group</li></ul>
▶ The result of any collective bargaining and/or joint resolution committee decisions	
▶ Dates of any collective bargaining and/or joint resolution committee meetings	
	<ul style="list-style-type: none"><li>• July 7, 2010</li><li>• August 12 &amp; 13, 2010</li></ul>

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