**Individual School Plan For Tier I or Tier II Schools**

***Turnaround Model***

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| **School Name:** |  | **Tier:** |  |
| **District:** |  | **Intervention :** |  |
| **Principal’s Name:** |  | **Phone: (907)** |  |
| **Principal’s Email:** |  | **Fax: (907)** |  |

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| **B.1 ANALYSIS OF SCHOOL’S NEEDS** |

**Required Data Analysis:**

**SBA Data** – Attach the SBA Report Card Reports for 2007-2008, 2008-2009, and 2009-2010 from DIASA that shows SBA results for this school for all students as well as subgroups.

**Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.

**ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments.

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| **School Year** | **Number of LEP students** | **# Tested on ELP Assessment** | **% Making Progress on ELP Assessment** | **% Attaining Proficiency on ELP Assessment** |
| **2008-2009** |  |  |  |  |
| **2009-2010** |  |  |  |  |

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Did this school have an **Instructional Audit** by a site visitation team? What year?

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Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results.

Will this Title I school operate a schoolwide (SW) program in 2011-2012 as required to receive SIG funds?

**Additional Areas to Consider for Data and Need Analysis:** Check the box for each type of additional data or information that was used to consider the school’s needs and choose the intervention approach.

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| **Demographics**  enrollment  drop-out Rate  ethnicity  grade level  discipline incidents  other: | **Curriculum**  alignment with AK standards & GLEs  research-based  implemented with fidelity  schedule for review & revision of curriculum  assessment data used to identify gaps  review process to determine if meeting needs of all students |
| **Instruction**  effective and varied instructional strategies  instruction is aligned to AK GLEs  instruction is differentiated  system for timely & early interventions for low-performing students  teachers communicate high expectations to students  other: | **Assessment**  aligned with AK standards & GLEs  data from classroom assessments guides instruction  universal screening data for all students  progress Monitoring data  other Formative Assessments  teacher observations  other: |

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| **Professional Development**  student achievement data determines pd priorities  professional development is job embedded  teacher evaluation process is aligned to AK teacher standards  teacher evaluation process consistently applied  teachers receive ongoing & systematic feedback to improve instruction  teacher mentoring program  other | **Supportive Learning Environment**  effective classroom management strategies  schoolwide behavior standards  attendance policy  cultural awareness and understanding  extended learning opportunities  effective school-parent communication  parent & community engagement  social & emotional services & supports  physical facilities safe & orderly  other: |

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| **Other**  master schedule & classroom schedules  perception surveys of teachers, parents, or students  implementation data for specific program or process  administrator and teacher experience & qualifications  policies & procedures facilitate learning  teacher turnover & attendance rates  School improvement plans, Title I plans, grant application plans, etc.  other: | **Leadership**  facilitate development & implementation of school goals  analyze student assessment data  leaders assist staff in understanding & using formative & summative assessment data  leaders monitor delivery of instruction  leaders monitor implementation of school improvement plan  leaders ensure staff trained in AK GLEs  leaders have support from district office or others |

**For each type of data analyzed or area of information checked above, including the SBA data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):**

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| **Data Analyzed** | **Observations (Describe needs determined from data)** |
| SBA data |  |
| Graduation Rate |  |
| Attendance Rate |  |
| ELP Assessment |  |
| Instructional Audit or Self Study Tool |  |
| Demographics |  |
| Curriculum |  |
| Instruction |  |
| Assessment |  |
| Supportive Learning Environment |  |
| Professional Development |  |
| Leadership |  |
| Other: |  |
| Other: |  |
| Other: |  |

**Describe why the Turnaround model was chosen for this school. Address the key elements of the model and how the district determined through the needs analysis and stakeholder meetings that the Turnaround model is most likely to dramatically improve the student achievement and/or graduation rate in this school.**

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| **B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION** |

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

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| **Goal Area** | **Goals** | **Baseline** | **Progress Monitoring Plan** | | **Person Responsible** |
| **Process** | **Timeline** |
| **Reading/Language Arts** |  |  |  |  |  |
| **Math** |  |  |  |  |  |
| **Graduation Rate** |  |  |  |  |  |

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| **B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL** |

# TURNAROUND MODEL

**Required Activities**

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
| Begin Date | Target Date for Completion |
| 1. Replace the principal and grant sufficient operational flexibility in staffing, calendars/time, and budgeting to fully implement comprehensive reform. |  |  |  |
| Describe the process to be used to replace the principal as part of the school’s turnaround model. | | | |
| In the case of a school that has replaced the principal within the last two years (since the start of the 2008-2009 school year), describe how that new principal was selected with the abilities and competencies to lead the school and describe the other elements of this turnaround effort that have been implemented during that time. | | | |
| What different operational flexibility will the principal have in relation to staffing? | | | |
| What different operational flexibility will the principal have in relation to school calendars and instructional time? | | | |
| What different operational flexibility will the principal have in relation to budgets? | | | |
| What capacity does the district have to replace the principal with a principal who has the abilities and competencies to lead the school through the turnaround model? | | | |
| What barriers exist to replacing the principal and how will those be overcome? | | | |
| What capacity does the district have to grant operational flexibility? | | | |
| What barriers exist to granting operational flexibility and how will those be overcome? | | | |

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
| Begin Date | Target Date for Completion |
| 1. Screen existing staff, rehire no more than 50% and select new staff using locally adopted competencies to measure the staff effectiveness to work in a turnaround model. |  |  |  |
| Describe the instructional staff and any additional staff to be screened for potential rehire. Also list the number of positions including any vacancies at the time of implementation. | | | |
| Describe the locally adopted competencies to be use to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. (These will be used for screening current staff as well as for recruiting new hires.) | | | |
| Describe the process and timeline for selecting new staff to be hired. | | | |
| What capacity does the district have to screen and hire new staff with the competencies to lead the school in the turnaround model? | | | |
| What barriers exist to screening, rehiring current staff, and hiring new staff and how will those be overcome? | | | |

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
| Begin Date | Target Date for Completion |
| 1. Implement such strategies as financial incentives, increased opportunities for promotion, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school. |  |  |  |
| Describe any strategies to be implemented to recruit, place, and retain effective staff for a turnaround school, including key timelines. | | | |
| What capacity does the district have to implement these strategies? | | | |
| What barriers exist to implementing these strategies and how will these be overcome? | | | |

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
| Begin Date | Target Date for Completion |
| 1. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies. |  |  |  |
| Describe any strategies and key timelines to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction). (Add rows as needed to use a separate row for each specific activity or strategy.) | | | |
| How will the professional development be designed with input from school staff? | | | |
| What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school? | | | |
| What barriers exist to implementing these professional development strategies and how will these be overcome? | | | |

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
| Begin Date | Target Date for Completion |
| 1. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability. |  |  |  |
| Describe the new governance arrangement under which the school will be run, and key timelines for implementation. | | | |
| What capacity does the district have to implement a new governance arrangement for the school? | | | |
| What barriers exist to implementing a new governance arrangement for the school and how will those be overcome? | | | |

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
| Begin Date | Target Date for Completion |
| 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. |  |  |  |
| Describe how the district will use data to identify an instructional program that is research-based, or, in the case of a newly-adopted instructional program, how the district used data to identify the research-based program that was selected. | | | |
| Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next, including key dates of implementation. | | | |
| Describe how the district will ensure that the instructional program is aligned with the Alaska grade level expectations, including key dates of implementation. | | | |
| What capacity does the district have to identify and implement an aligned research-based instructional program? | | | |
| What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome? | | | |

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
| Begin Date | Target Date for Completion |
| 1. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. |  |  |  |
| Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. Include information about key assessments to be used and key timelines for implementation. | | | |
| What capacity does the district have to continuously use student data (formative, interim, and summative assessments) to inform and differentiate instruction? | | | |
| What barriers exist to using student data to inform and differentiate instruction? | | | |

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
| Begin Date | Target Date for Completion |
| 1. Establish schedules and implement strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A). |  |  |  |
| Describe how the district will provide increased learning time by increasing the total number of school hours, including key dates of implementation. Include information about how the current schedule and total number of school hours in day, week, month or year compares with the new schedule increase in school hours. | | | |
| Describe how the increase in school hours will provide increased learning time for instruction in core academic subjects and in other subjects and enrichment activities. | | | |
| Describe how the increase in school hours will provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. | | | |
| What capacity does the district have to establish schedules and strategies that provide increased learning time? | | | |
| What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome? | | | |

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
| Begin Date | Target Date for Completion |
| 1. Provide appropriate social-emotional and community-oriented services and supports for students. |  |  |  |
| Describe what social-emotional and community-oriented services and supports will be provided for students, including key dates of implementation. (Add additional rows as needed.) | | | |
| What capacity does the district have to provide appropriate social-emotional and community-oriented services and supports for students? | | | |
| What barriers exist to providing social-emotional and community-oriented supports for students and how will these be overcome? | | | |

**Permissible Activities**

Describe any additional strategies to be implemented at the school using 1003(g) funding such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy). (See I.A.2.(a)(2) of the final requirements. For each entry listed, describe the activities to be implemented and the key timelines for those activities.

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| Optional Permissible Activities Aligned with Chosen Model |
| Activity: |
| Activity: |
| Activity: |
| Activity: |
| Activity: |

**Pre-Implementation Activities**

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the spring or summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

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|  | Family and Community Engagement: |
|  | Rigorous Review of External Providers: |
|  | Staffing: |
|  | Instructional Programs: |
|  | Professional Development and Support: |
|  | Preparation for Accountability Measures: |
|  | Other: |

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| **C. BUDGET AND RESOURCES** |

Indicate in the chart below the resources to be allocated to support the school for the current school year and all three years that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through June 30 2011, 2011-2012, 2012-2013, and 2013-2014).

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| **Please indicate the funding sources and amounts provided to support the school for each year** | **2010-2011 Funds** | **2011-2012 Funds** | **2012-2013 Funds** | **2013-2014 Funds** |
| State Funds |  |  |  |  |
| Local Funds |  |  |  |  |
| SIG 1003(g) Funds |  |  |  |  |
| School Improvement 1003(a) Funds |  |  |  |  |
| Title I, Part A:  Improving Basic Programs |  |  |  |  |
| Title I, Part C:  Migrant Education |  |  |  |  |
| Title II, Part A:  Teacher and Principal Training and Recruiting Fund |  |  |  |  |
| Title II, Part D:  Enhancing Education Through Technology |  |  |  |  |
| Title III, Part A:  English Language Acquisition |  |  |  |  |
| Title IV, Part A:  Safe & Drug-Free Schools and Communities |  |  |  |  |
| IDEA Part B |  |  |  |  |
| Carl Perkins |  |  |  |  |
| Other: |  |  |  |  |
| Other: |  |  |  |  |
| Other: |  |  |  |  |
| Other: |  |  |  |  |

Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

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| **Other Resource** | **Describe how it aligns with and enhances intervention** |
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Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

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| Funding: |
| Hiring Practices: |
| Supporting Professional Development: |
| Changes made in Policies and Practices: |
| Other: |