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

***Restart 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 Restart 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 Restart 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**  |

# RESTART MODEL

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| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| LEA converts a school or closes and reopens under a charter school operator in accordance with state law. |  |  |  |
| How will the LEA engage in a rigorous process to verify the capacity of the charter school operator to provide services that reflect what is required at this school? |
| How will the LEA require a prospective operator to demonstrate that its strategies are research-based? |
| How will the LEA require a prospective operator to demonstrate that its curriculum, instruction, and assessment are aligned with Alaska’s grade level expectations? |
| How will the LEA require a prospective operator to demonstrate a healthy fiscal history? |
| How will the LEA require a prospective operator to demonstrate that it has provided realistic detailed budget estimates for operating the school and implementing the school improvement services? |
| How will the LEA require a prospective operator to insure that its instructional programs will be secular, neutral, and non-ideological? |
| How will the LEA develop a set of non-negotiable performance-based benchmarks to serve as the basis for holding the charter school operator accountable for meeting the final requirements for SIG fund expenditures? |
| In what ways will the LEA ensure that the charter school operator is provided autonomy and flexibility to enact school improvement activities and to administer the entire school program? |
| How will the LEA assure that all former students are allowed to be enrolled in the school that has selected the restart model? |
| What capacity does the district have to implement the restart model in the school? |
| What barriers does the LEA anticipate will occur in restarting the school and what steps will the LEA take to overcome these barriers? |

**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: |