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

***Closure 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?

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

**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):**

|  |  |
| --- | --- |
| **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 Closure 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 Closure 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 (as 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.) **NOTE: ANNUAL GOALS ARE NOT APPLICABLE FOR SCHOOL CLOSURE.**

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

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

# CLOSURE MODEL

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| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. |  |  |  |
| Describe the process by which the district will close the school, including key timelines. |
| In what ways were parents and community members notified and involved in the decision for school closure? |
| In what ways will the LEA decide which other schools are in reasonable proximity to the closed school in order to receive its former students?  |
| In what ways will the LEA decide which of the nearby schools are higher achieving than the closed school? |
| How will the LEA assure that all former students are allowed to be enrolled in a new school? |
| In what ways will parents be notified of the school closure and of their children’s new school destination? |
| What capacity does the district have to close this school? |
| What barriers exist to closing the school and how will these be overcome? |

**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 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 and 2011-2012).

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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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