Priority Schools

- Selected from schools with 1- or 2- star ratings
  - Data used for consideration includes: ASPI score, SBAs, growth & proficiency index and graduation rates for all students and the subgroups over time, the school's size and characteristics, and other information and data received from desk audits and consultations with district leadership.
- Schools most likely to benefit from a significant program of improvement, and increased support and oversight from district and department. (4 AAC 06.840 and 06.865)

Seven Turnaround Principles for Priority Schools

1. Strong and effective leadership
   - Demonstrate to EED effectiveness of principal based on track record and increase in student achievement or seek a replacement with skills and abilities to lead school turnaround effort.
   - Provide operational flexibility to principal in areas of scheduling, staff, curriculum & budget as applicable to improve achievement.
2. Effective teachers
   - Review effectiveness of all teachers and retain those demonstrated to be effective through evaluations and student learning data, seeking any needed replacements with ability to be successful in the turnaround effort, and preventing ineffective teachers from transferring to school;
   - Provide job-embedded professional development informed by teacher evaluation system and tied to teacher and student needs.
3. School calendar maximizes time for learning
   - Redesign the school day, week or year to provide additional time for student learning and teacher collaboration.

4. Strengthen school's instructional program
   - Use of research-based instructional strategies curriculum materials aligned with state academic content standards.
5. Use of data to inform instruction
   - Use screening assessments three times a year; use data from these assessments and others to provide interventions when needed and to improve instruction.
6. School environment
   - Improve safety & discipline, implementing schoolwide behavior plan.
   - Address students' social, emotional and health needs.
7. Family and community engagement
   - Provide ongoing mechanisms to reflect cultural values and increase parent & community engagement in progress and engagement in the school and to support learning at home.

Focus Schools

- Selected from schools with 1- or 2- star ratings not chosen as Priority schools
  - Data used for consideration includes: ASPI score, SBAs, growth & proficiency index and graduation rates for all students and the subgroups over time, the school's size and characteristics, and other information and data received from desk audits and consultations with district leadership.
  - One or more low-achieving subgroup(s) and/or graduation rates below 60%
- Schools that were not identified as Priority schools but would benefit from a program of improvement targeted to their specific needs. (4 AAC 06.840 and 06.870)

Interventions for Focus Schools

- Create a plan and timeline to implement interventions that:
  - Are based on needs identified from analysis of data, including results of desk audit or instructional audits.
  - Considers seven turnaround principles and addresses each as needed.
  - Implements interventions targeted at subgroup(s) that are performing below grade level.
  - Implements interventions that target deficiencies from the audits.
  - Implements interventions that target other deficiencies identified by data such as improving graduation rates or college and career readiness.
  - Increase the level of interventions annually if progress has not been made by the school and subgroup(s) by October 1, after consultation and approval of EED.

State Supports

- Depending on the specific needs of each school and district, and as a result of consultation with school and district leadership, supports available from EED could include one or more of the following:
  - EED liaison to support planning, implementation and monitoring interventions and student progress
  - training, support and feedback in use of Alaska STEPP online school improvement planning process
  - training in use of resources contained on EED website supporting implementation of new education initiatives
  - a School Improvement Coach assigned to work onsite to help implement the school improvement plan through the school year
  - support to participate in training events such as the Teaching and Learning Support Institute, Summer Literacy Institute, training for school leaders, etc.

- partnership with statewide coach and mentoring programs for school leaders and teachers
- support from math, reading and science curriculum specialists
- support or resources for LEP students and students with disabilities
- support from up to 20% of the district's Title I allocation that was previously used to provide SES or choice under NCLB for Title I Priority or Focus schools
- support for Title I Priority or Focus schools from the state's school improvement funding under section 1003(a) that was previously available to Title I schools in improvement or above
- support for Title I Priority schools from the School Improvement Grants (SIG) under section 1003(g) that will be awarded in the next competition to begin in the 2014-2015 school year