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

***Transformation 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.

|  |  |
| --- | --- |
| **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: |

|  |  |
| --- | --- |
| **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: |

|  |  |
| --- | --- |
| **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 Transformation 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 Transformation 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.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**  |

# TRANSFORMATION MODEL

*NOTE: Each required activity* ***must*** *be addressed to qualify for funding.*

1. **Developing and increasing teacher and school leader effectiveness.**
2. **Required Activities**

|  |  |  |
| --- | --- | --- |
| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| 1. Replace the principal who led the school prior to commencement of the transformation model.
 |  |  |  |
| Describe how the district will replace the principal as part of the school’s transformation 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 transformation effort that have been implemented during that time. |
| 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 transformation model? |
| What barriers exist to replacing the principal and how will these be overcome? |

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| --- | --- | --- |
| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| 1. Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.
 |  |  |  |
| Describe the planned evaluation system for teachers, including key dates of implementation |
| Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations.  |
| How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers? |
| How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations? |
| Describe the planned evaluation system for the principal, including key dates of implementation. |
| Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation.  |
| How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal? |
| How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation? |
| Describe how teacher and principal input was or will be used to design and develop these teacher and principal evaluation systems. |
| What capacity does the district have to implement a new evaluation system for teachers and the principal? |
| What barriers exist to implementing this new evaluation system and how will these be overcome? |

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| --- | --- | --- |
| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| 1. Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.
 |  |  |  |
| Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates, including key dates of implementation. |
| Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.  |
| What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff? |
| What barriers exist to implementing this new reward and removal system and how will these be overcome? |

|  |  |  |
| --- | --- | --- |
| Implementation Steps Aligned withChosen 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 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), including key dates of implementation. (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? |

|  |  |  |
| --- | --- | --- |
| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| 1. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, 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 a transformation model.
 |  |  |  |
| Describe the ways in which staff will receive financial incentives for achievement gains at this school. |
| Describe the ways in which staff will be provided opportunities for promotion and career growth. |
| Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented. |
| How will the district actively seek to recruit and retain staff with the skills needed to make achievement gains at this school? |
| What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model? |
| What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome? |

1. **Developing and increasing teacher and school leader effectiveness.**
2. **Permissible Activities**

In the chart below, please check each optional permissible activity for increasing teacher and school leader effectiveness that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

|  |  |
| --- | --- |
| X | Optional Permissible Activities Aligned with Chosen Model |
| [ ]  | 1. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.
 |
| [ ]  | 1. Instituting a system for measuring changes in instructional practices resulting from professional development.
 |
| [ ]  | 1. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.
 |

1. **Comprehensive Instructional Reform Strategies**
2. **Required Activities**

|  |  |  |
| --- | --- | --- |
| Implementation Steps Aligned withChosen 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? |
| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| 1. Promote the continuous use of student data (such as 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, including key dates of implementation and specific assessments that have or will be used.  |
| 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? |

**(2) Comprehensive Instructional Reform Strategies**

**(ii). Permissible Activities**

In the chart below, please check each optional permissible activity for comprehensive instructional reform that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

|  |  |
| --- | --- |
| X | Optional Permissible Activities Aligned with Chosen Model |
| [ ]  | 1. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
 |
| [ ]  | 1. Implementing a schoolwide response to instruction/intervention (RTI) model.
 |
| [ ]  | 1. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
 |
| [ ]  | 1. Using and integrating technology-based supports and interventions as part of the instructional process.
 |
| [ ]  | 1. In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below.
 |

1. **Increasing Learning time and creating community-oriented schools**
2. **Required Activities**

|  |  |  |
| --- | --- | --- |
| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| 1. Establish schedules and 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? |

|  |  |  |
| --- | --- | --- |
| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| 1. Provide ongoing mechanisms for family and community engagement.
 |  |  |  |
| Describe how the district will provide ongoing mechanisms for family and community engagement.  |
| What capacity does the district have to provide ongoing mechanisms for family and community engagement?  |
| What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome? |

**(3) Increasing learning time and creating community-oriented schools**

1. **Permissible Activities**

In the chart below, please check each optional permissible activity for increasing learning time and creating community-oriented schools that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

|  |  |
| --- | --- |
| X | Optional Permissible Activities Aligned with Chosen Model |
| [ ]  | 1. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students’ social, emotional, and health needs.
 |
| [ ]  | 1. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
 |
| [ ]  | 1. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
 |
| [ ]  | 1. Expanding the school program to offer full-day kindergarten or pre-kindergarten.
 |

1. **Providing Operational Flexibility and support**

**(i). Required Activities**

|  |  |  |
| --- | --- | --- |
| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| 1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates.
 |  |  |  |
| What different operational flexibility will the school have in relation to staffing? |
| What different operational flexibility will the school have in relation to school calendars and instructional time? |
| What different operational flexibility will the school have in relation to budgets? |
| What capacity does the district have to grant operational flexibility to the school? |
| What barriers exist to granting operational flexibility to the school and how will those be overcome? |

|  |  |  |
| --- | --- | --- |
| Implementation Steps Aligned withChosen Model | Person Responsible | Implementation Timeline |
| Begin Date | Target Date for Completion |
| 1. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
 |  |  |  |
| Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.  |
| What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support? |
| What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome? |

**(4) Providing Operational Flexibility and support**

**(ii). Permissible Activities**

In the chart below, please check each optional permissible activity for providing operational flexibility and support that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

|  |  |
| --- | --- |
| X | Optional Permissible Activities Aligned with Chosen Model |
| [ ]  | 1. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.
 |
| [ ]  | 1. Implementinga per-pupil school-based budget formula that is weighted based on student needs.
 |

**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.

|  |  |
| --- | --- |
| [ ]  | 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).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:

|  |  |
| --- | --- |
| **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.

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