

**LEA School Improvement Grants 1003(g) Application Supplement
Turnaround Model**

**Individual School Plan For Tier I Schools
*Turnaround Model***

School Name: _____	Tier: _____
District: _____	Intervention : _____
Principal's Name: _____	Phone: (406) _____
Principal's Email: _____	Fax: (406) _____

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2008-2009, 2009-2010, and 2010-2011 that show CRT 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				

- Did this school have one or more **Scholastic Reviews** by an OPI site visitation team? What year(s)? _____
- Has this school completed any **Correlate Categories** from the **5YCEP**? If so, indicate what categories 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.

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with MT standards & ELEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to MT ELEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with MT standards & ELEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in MT ELEs <input type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, including the CRT 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)
CRT data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Scholastic Review or Correlate Review	
Other:	
Other:	
Other:	

Briefly describe why the Turnaround model was chosen for this school and how it is most likely to dramatically improve the student achievement and/or graduation rate in this school.

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					

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Graduation Rate					
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B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

TURNAROUND MODEL

Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(i) 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, describe other elements of this turnaround 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?			
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?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(ii) 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 for selecting new staff to be hired.			

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What capacity does the district have to screen and hire new staff?
What capacity does the district have to grant operational flexibility?
What barriers exist to screening, rehiring current staff, and hiring new staff and how will those be overcome?

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(iii) 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.			
What capacity does the district have to implement these strategies?			
What capacity does the district have to grant operational flexibility?			
What barriers exist to implementing these strategies and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(iv) 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). (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
(v) 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.			
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?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(vi) 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.			
Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next.			
Describe how the district will ensure that the instructional program is aligned with the Montana Essential Learning Expectations.			
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
(vii) 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.			
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?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(viii) 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 establish schedules and strategies that provide increased learning time for instruction in core academic subjects.			
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities.			
Describe how the district will establish schedules and strategies that 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
(ix) 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. (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. Use a separate table to describe each strategy, the implementation steps required for the strategy, and the LEA’s capacity to implement the strategy and overcome any barriers to the implementation. Add as many tables as required.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(Identify the strategy here)			
(Describe the implementation step here. Add additional rows as needed for additional steps.)			
What capacity does the district have to implement this strategy?			
What barriers exist to implementing this strategy and how will these be overcome?			

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Pre-Implementation Activities

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the 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 years (up to three) 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 August 2011, 2011-2012, 2012-2013, and 2013-2014) in the LEA combined budget.

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	\$0			
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:				

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Other:				
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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

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: