

Transformation Plan Requirements

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken one of the following actions: (a) a new principal has been hired that meets all four turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant. Provide supporting documentation such as resume or interview questions. (Should be completed by the Superintendent/Central Office/narrative).

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed. (Should be completed by the Superintendent/Central Office--narrative).

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50 % of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation. (Narrative)

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor. Attach the teacher evaluation and Administrator Evaluation. (Narrative)

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6). (Narrative: Completed by the Superintendent/Central Office)

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system. (Narrative: Completed by the Superintendent/Central Office)

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality(see key terms below), (d) be job-embedded (see key terms below), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices. narrative)

R/R Requirements

****Key Terms:** “High quality” PD must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. “Job embedded” PD must have ALL the following: consist of teachers analyzing students’ learning and finding solutions to immediate problems of practice, is grounded in day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school. **(Narrative: Completed by the Superintendent/Central Office)**

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority status, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritizes underlying causes of low student performance. **.(narrative)**

Indicator 6B: In your response, describe your instructional program. The school’s instructional program must: (a) reflect the “Big Ideas”, (b) include specific teaching and learning strategies (Tier I for school - wide implementation, (c) align with career & college ready standards, , (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program **.(narrative)**

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact **.(narrative)**

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: Time for Core Subjects

R/R Requirements

In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been added or recaptured; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: Time for Enrichment

In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been added or recaptured; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: Time for Professional Collaboration

In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been added or recaptured; (c) a rationale that supports why these changes will lead to increased student achievement. **(Narrative)**

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts. **(Narrative)**

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written. The district must include a statement that how the school's Title 1 allocation is used will be decided by the School Improvement Team and building leader. (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form) **(Assurance Form)**

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school. **(Narrative)**

Turnaround Plan Requirements

Requirement #1: Replace the principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has selected a new principal that meets all five turnaround competencies. Provide supporting documentation such as resume or interview questions. This must be completed before the end of the planning year. **(Narrative: To be completed by the Superintendent/Central Office).**

Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed. **(Narrative: To be completed by the Superintendent/Central Office).**

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50 % of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: Also, detail the district's process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. **(Narrative)**

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

(Narrative: Completed by the Superintendent/Central Office)

Requirement #4: The district provides 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 that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality (see key terms below), (d) be job-embedded (see key terms below), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices. **(narrative)**

****Key Terms: "High quality" PD must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. "Job embedded" PD must have ALL the following: consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, is grounded in day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6.**

R/R Requirements

Requirement #5: The district has adopted 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.

Indicator 5A: In your response, detail the new governance structure that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. The governance structure must address: (a) how it will remove barriers to reform plan implementation, (b) monitor plan implementation to inform plan refinement, and (c) provide a liaison between the district and building. (Narrative: Completed by the Superintendent/Central Office)

Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written. The district must include a statement that how the school’s Title 1 allocation is used will be decided by the School Improvement Team and building leader. (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form) (Assurance Form)

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority school designation, (b) links the instructional program to data disaggregated by subject, grade level, and subgroups, (c) identifies and prioritizes underlying causes of low student performance. narrative)

Indicator 6B: In your response, describe your instructional program. The school’s instructional program must: (a) reflect the “Big Ideas”, (b) include specific teaching and learning strategies (Tier I instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation of the instructional program. narrative)

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectation for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact narrative)

R/R Requirements

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: Time for Core Subjects

In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been added or recaptured; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: Time for Enrichment

In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been added or recaptured; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: Time for Professional Collaboration

In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been added or recaptured; (c) a rationale that supports why these changes will lead to increased student achievement. **(Narrative)**

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: School-level Student Support

In your response, detail the strategies the school will implement to provide social, emotional and community services to meet student needs. **(Narrative)**