

WASHINGTON TRANSFORMATION/TURNAROUND PLANNING TEMPLATE SIG Cohort I, Year 3

This template will serve as both the Year 3 application and as one component utilized by OSPI to determine any amendments and/or adjustments to funding for the 2012-13 school year. The *Washington Transformation/Turnaround Toolkit* provides strands and direct links to research that will inform district and school planning and is provided as an ancillary document; the strands noted below serve as a quick reference to tasks included in the research. **THE SCHOOL PLANS DO NOT NEED TO SPECIFICALLY ADDRESS EACH STRAND.** Please provide succinct, bulleted information in the *Details* section, including strand information as appropriate for the school. Each SIG school must have an individual planning template.

A column for **Estimated Budget** is now included for planning purposes and as a worksheet in planning for the year 3 budget document submitted through the iGrants form package. It can serve as a link between planned SIG actions and associated costs for Year 3 expenditures.

This Year 3 plan must be submitted as an attachment through iGrants on or before July 27, 2012.

TEACHERS AND LEADERS

Replace the Principal

<i>Strand C:</i>	<i>Selecting a Principal and Recruiting Teachers</i>	1st 90-Day Plan	2nd 90-Day Plan	3rd 90-Day Plan	4th 90-Day Plan	Year 3 Estimated Budget
		August-October	November-January	February-April	May-September	Year 3 Estimated Budget
C1	Determine whether existing principal in position for two years or less has the necessary competencies to be a transformation leader					
<i>If replacing principal then:</i>						
C2	Advertise for candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm					
C3	Screen candidates					
C4	Prepare to interview candidates					
C5	Interview candidates					
C6	Select and hire principal					
C7	Establish a pipeline of potential turnaround leaders					
<i>Details:</i>				Timeline Details		Who is Responsible?

Turnaround/Transformation Leadership and Competencies

<i>Strand G:</i>	<i>Leading Change (Especially for Principals)</i>	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
G1	Become a change leader					
G2	Communicate the message of change					
G3	Collect and act on data					

G4	Seek quick wins					
G5	Provide optimum conditions for school turnaround team					
G6	Persist and persevere, but discontinue failing strategies					
Details:				Timeline Details		Who is Responsible?
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment; use to screen existing staff and select new staff (REQUIRED FOR TURNAROUND MODEL; PERMISSABLE FOR TRANSFORMATION)						
Strand C	Selecting a principal and Recruiting Teachers	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
C1&2	Identify research based competencies					
C8	Recruit teachers to support the transformation					
C3	Screen candidates					
C5	Interview Candidates					
C6	Select and hire teachers					
C7	Establish a pipeline of potential turnaround teachers					
Details:				Timeline Details		Who is Responsible?
Screen all existing staff, rehiring no more than 50%						
Details:				Timeline Details		Who is Responsible?
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.						
Strand:	Evaluating, Rewarding, and Removing Staff	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
C8	Recruit teachers to support the transformation					
Details:				Timeline Details		Who is Responsible?
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.						
Strand H:	Evaluating, Rewarding, and Removing Staff	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
H1	Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff					
H2	Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools					

H3	Include evaluation of student outcomes in teacher evaluation (Including student growth in teacher evaluation is a required element in the Transformation Model.)					
H4	Make the evaluation process transparent					
H5	Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures					
H6	Document the evaluation process					
H7	Provide timely, clear, constructive feedback to teachers					
H8	Link the evaluation process with the district's collective and individualized professional development programs					
H9	Assess the evaluation process periodically to gauge its quality and utility					
Details:				Timeline Details		Who is Responsible?
Strand H:	Evaluating, Rewarding, and Removing Staff	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
H10	Create a system for making awards that is transparent and fair					
H11	Work with teachers and teachers' union at each stage of development and implementation					
H12	Implement a communication plan for building stakeholder support					
H13	Secure sufficient funding for long-term program sustainability					
H15	Use non-monetary incentives for performance					
Details:				Timeline Details		Who is Responsible?
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.						
H16	Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems)					
H17	Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning					
H18	Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals					

H19	Negotiate expedited processes for performance-based dismissals in transformation schools					
H20	Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals					
H21	Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers					
H22	Facilitate swift exits to minimize further damage caused by underperforming employees					

Details:				Timeline Details		Who is Responsible?

INSTRUCTIONAL SUPPORT AND STRATEGIES

Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.

Strand K:	Reforming Instruction	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
K1	Establish a team structure among teachers with specific duties and time for instructional planning					
K2	Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction					
K4	Ensure that teachers align instruction with standards and benchmarks					
K8	Prepare standards-aligned lessons and differentiated activities					
K9	Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework					

K11	Employ effective classroom management					
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Details:				Timeline Details		Who is Responsible?

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Strand K:	Reforming Instruction	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
K5	Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum/instructional adjustments					
K6	Differentiate and align learning activities					
K7	Assess student learning frequently using standards-based classroom assessments					

Details:				Timeline Details		Who is Responsible?

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Strand K:	Reforming Instruction	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
K3	Align professional development with classroom observations and teacher evaluation criteria					
Details:				Timeline Details		Who is Responsible?
Strand I:	Providing Rigorous Staff Development	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
I1	Provide professional development that is appropriate for individual teachers with different experience and expertise					
I2	Offer an induction program to support new teachers in their first years of teaching					
I3	Align professional development with identified needs based on staff evaluation and student performance					
I4	Provide all staff high quality, ongoing, job-embedded, and differentiated professional development					
I5	Structure professional development to provide adequate time for collaboration and active learning					
I6	Provide sustained and embedded professional development related to implementation of new programs and strategies					
I7	Set goals for professional development and monitor the extent to which it has changed practice					
I8	Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice					
I9	Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers					
I10	Create a professional learning community that fosters a school culture of continuous learning					
I11	Promote a school culture in which professional collaboration is valued and emphasized					
Details:				Timeline Details		Who is Responsible?
LEARNING TIME AND SUPPORT						
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.						
Strand J:	Increasing Learning Time	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
J1	Become familiar with research and best practices					

	associated with efforts to increase learning time					
J2	Assess areas of need, select programs/strategies to be implemented and identify potential community partners					
J4	Allocate funds to support extended learning time, including innovative partnerships					
J7	Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development					
J8	Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications					
Details:				Timeline Details		Who is Responsible?
Strand:	<i>Working with Stakeholders for Transformation/Turnaround Model</i>	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
D1	Assign team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the model					
D3	Engage parents and community					
K10	Demonstrate sound homework practices and communication with parents					
J3	Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication					
J5	Assist school leaders in networking with potential partners and in developing partnerships					
J6	Create and sustain partnerships to support extended learning					
Details:				Timeline Details		Who is Responsible?
GOVERNANCE						
Grant sufficient operational flexibility (e.g., staffing, calendar, and budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.						
Strand B:	<i>Moving Toward School Autonomy</i>	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
B1	Examine current state and district policies and					

	structures related to central control and make modifications to fully support transformation					
B2	Reorient district culture toward shared responsibility and accountability					
B3	Establish performance objectives for the school					
B4	Align resource allocation (money, time, human resources) with the school's instructional priorities					
B5	Consider establishing a turnaround office or zone					
B6	Negotiate union waivers (MOUs) if needed					
Details:				Timeline Details		Who is Responsible?

Ensure school receives intensive ongoing technical support from district, state, or external partners.						
Strand A:	<i>Establishing and Orienting District Team</i>	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
A1	Appoint a district transformation Team (building)					
A2	Assess team and district capacity to support transformation					
A3	Provide team members with information on what districts can do to promote rapid improvement					
A4	Designate an internal lead partner for each transformation school					
Details:				Timeline Details		Who is Responsible?
Strand F:	<i>Establishing and Orienting School Team</i>	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
F1	Appoint a school transformation Team					
Details:				Timeline Details		Who is Responsible?
Strand E:	<i>Contracting with External Partners (EMOs)</i>	August-October	November-January	February-April	May-September	Year 3 Estimated Budget
E1	Identify potential providers					
E2	Write and issue request for proposals					
E3	Develop transparent selection criteria					
E4	Review proposals, conduct due diligence, and select provider(s)					
E5	Negotiate contract with provider, including goals, benchmarks, and plan to manage assets					

E6	Initiate ongoing cycle of continuous progress monitoring and adjustment					
E7	Prepare to proactively deal with problems and drop strategies that do not work					
E8	Plan for evaluation and clarify who is accountable for collecting data					
Details:				Timeline Details		Who is Responsible?

Proposed Annual Goals					Annual Goal(s) for Decreasing Dropout Rates			
Directions: Use the chart below to describe annual goals on State assessments that will be used to monitor Tier I and Tier II school(s) identified in this application (subject to OSPI approval). Districts may also identify additional annual goals that will be used to monitor progress in these Tier I and Tier II school(s). Insert a separate chart for each identified school. Also insert charts for goals based on other measures a district may use to measure student achievement.					This applies to schools selected because of a graduation rate less than 60%. Note: Goals are for grade to grade, grade 7 through grade 12, or for all grades served. (Remember that an annual dropout rate of 5% would result in a graduation rate of 80% in a 4-year high school. The Washington State graduation goal is 85%)			
School Name:					School Name:			
Grade Level	Annual Goal for Mathematics on State Assessments		Annual Goal for Reading on State Assessments		Grade Level	Years	Annual Dropout Goal	Annual On time Graduation Goal
3	2011-12:		2011-12:		12	2011-12:		
	2012-13:		2012-13:			2012-13:		
	2013-14:		2013-14:			2013-14:		
4	2011-12:		2011-12:		11	2011-12:		
	2012-13:		2012-13:			2012-13:		
	2013-14:		2013-14:			2013-14:		
5	2011-12:		2011-12:		10	2011-12:		
	2012-13:		2012-13:			2012-13:		
	2013-14:		2013-14:			2013-14:		
6	2011-12:		2011-12:		9	2011-12:		
	2012-13:		2012-13:			2012-13:		
	2013-14:		2013-14:			2013-14:		
7	2011-12:		2011-12:		8	2011-12:		
	2012-13:		2012-13:			2012-13:		
	2013-14:		2013-14:			2013-14:		
8	2011-12:		2011-12:		7	2011-12:		
	2012-13:		2012-13:			2012-13:		
	2013-14:		2013-14:			2013-14:		
10	2011-12:		2011-12:					
	2012-13:		2012-13:					
	2013-14:		2013-14:					