# Attachment D: Model Requirement Implementation Plan and Target Setting Templates

**Intervention Model Action Plan:** **Adopt Tiered Intervention Grant (TIG)**

Turnaround Model\*

**Summary of needs analysis this strategy will address (from existing UIP):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to address the requirements of the selected Intervention Model:** | **Pre-implementation Timeline** | **Year 2- 5 Timeline**  | **Resources** (Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Key Personnel** |
| LEA replaces the principal and grants the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.* Screens all existing staff and rehire no more than 50 percent
* Selects new staff
 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA implements 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 the turnaround school. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA 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 they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA adopts a new governance structure, which may include, but is not limited to, requiring the school to report a new “turnaround office” in the LEA or SEA, hires 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. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA uses 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. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA promotes 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. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA establishes schedules and implements strategies that provide increased learning time. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA provides appropriate social-emotional and community-oriented services and supports for students. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

The Colorado Department of Education requires that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP), which proposes to modify one element of the Turnaround Model, will describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. The description must include the:

* Identification of the specific element of the Turnaround model that the LEA proposes to modify:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* LEA’s rationale for the need to modify the element identified:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site: <http://www2.ed.gov/nclb/freedom/local/reap.html>

**\*For additional information on the Turnaround Model see pages 4-8 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index.html>

**Intervention Model Action Plan:** **Adopt Tiered Intervention Grant (TIG)**

Restart Model\*

**Summary of needs analysis this strategy will address (from existing UIP):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to address the requirements of the selected Intervention Model:** | **Pre-implementation Timeline** | **Year 2- 5 Timeline**  | **Resources** (Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Key Personnel** |
| LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**\*For additional information on the Restart Model see pages 9-11 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index.html>

**Intervention Model Action Plan:** **Adopt Tiered Intervention Grant (TIG)**

School Closure\*

**Summary of needs analysis this strategy will address (from existing UIP):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to address the requirements of the selected Intervention Model:** | **Pre-implementation Timeline** | **Year 2- 5 Timeline**  | **Resources** (Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Key Personnel** |
| School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA officials will engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**\*For additional information on the Closure Model see pages 12 – 14 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index.html>

**Intervention Model Action Plan:** **Adopt Tiered Intervention Grant (TIG)**

Transformation\*

**Summary of needs analysis this strategy will address (from existing UIP):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to address the requirements of the selected Intervention Model:** | **Pre-implementation Timeline** | **Year 2- 5 Timeline**  | **Resources** (Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Key Personnel** |
| LEA replaces the principal who led the school prior to commencement of the transformation model. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA uses rigorous, transparent, and equitable evaluation systems for teachers and principals that:* Take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and

Are designed and developed with teacher and principal involvement. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA identifies and rewards school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifies and removes those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA 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 they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA implements 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 the turnaround school. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

The Colorado Department of Education requires that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP), which proposes to modify one element of the Transformation Model, will describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. The description must include the:

* Identification of the specific element of the Transformation model that the LEA proposes to modify:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* LEA’s rationale for the need to modify the element identified:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site: <http://www2.ed.gov/nclb/freedom/local/reap.html>

**\*For additional information on the Transformation Model see pages 14-20 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index.html>

**Intervention Model Action Plan:** **Adopt Tiered Intervention Grant (TIG)**

Evidence-Based Whole-School Reform Model\*

**Summary of needs analysis this strategy will address (from existing UIP):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to address the requirements of the selected Intervention Model:** | **Pre-implementation Timeline** | **Year 2- 5 Timeline**  | **Resources** (Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Key Personnel** |
| The Colorado Department of Education requires that LEAs the propose to use 1003(g) funds to implement an evidence-based whole-school reform model in its selected school(s) ensure that the model chosen meeting the following criteria:The model must be designed to:1. Improve student academic achievement or attainment;
2. Be implemented for all students in a school; and
3. Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
	* School leadership;
	* Teaching and learning in at least one full academic content area (including professional learning for educators);
	* Student non-academic support; and
	* Family and community engagement.

An LEA seeking to use SIG funds to implement an evidence-based whole-school reform model in a school must choose from among the models reviewed and identified by the Department as meeting applicable requirements. For a list of the USDE approved Evidence-Based, Whole-School Reform Models go to the following link: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>Note: Prior to approving the application of an LEA seeking to implement a selected evidence-based whole-school reform model, an SEA must ensure the appropriateness of the model by considering the extent to which the evidence supporting the model includes a sample population or setting similar to the population or setting of the school to be served (see I-2) of the USDE Guidance.  |
| Evidence-Based Reform-Model Selection process: |
|  |
| An LEA must implement an evidence-based whole-school reform model in partnership with a model developer. Section I.A.3 of the final requirements defines “whole-school reform model developer” as an entity or individual that:1. Maintains proprietary rights for the model; or
2. If no entity or individual maintains proprietary rights for the model, has a demonstrated record of success in implementing a whole-school reform model (as defined in the final requirements) and is selected through a rigorous review process that includes a determination that the entity or individual is likely to produce strong results for the school.
 |
| Evidence-based Whole-school Model Developer selection monitoring and evaluation process |
|  |

**\*For additional information on the Evidence-Based Whole-School Reform Model see pages 64-65 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index.html>

**Intervention Model Action Plan:** **Adopt Tiered Intervention Grant (TIG)**

Early Learning Model\*

**Summary of needs analysis this strategy will address (from existing UIP):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to address the requirements of the selected Intervention Model:** | **Pre-implementation Timeline** | **Year 2- 5 Timeline**  | **Resources** (Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Key Personnel** |
| Offer Full Day Kindergarten |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Establish or Expand a High Quality preschool program (as defined in these requirements) 7244 - 7245 Federal Register / Vol. 80, No. 26 / Monday, February 9, 2015 / Rules and Regulations (see definition below this table) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher student interactions |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Replace the principal who led the school prior to commencement of the early learning model |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals designed and developed with teacher and principal involvement, that meet the requirements described in I.A.2(d)(1)(A)(ii) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Use the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements, if applicable; |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Use data to identify and implement an instructional program that—(A) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and(B) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions; |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 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 educational and developmental needs of individual students; |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

NOTE: If an LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) selects the Early Learning Model, it cannot modify the requirement that the principal who led the school prior to the implementation of the model must be replaced.

**\*For additional information on the Early Learning Model see pages 66-69 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index.html>

**Intervention Model Action Plan:** **Adopt Tiered Intervention Grant (TIG)**

Secondary Success Model (State-Determined Model)\*

**Summary of needs analysis this strategy will address (from existing UIP):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   **Description of Action Steps to address the requirements of the selected Intervention Model:** | **Pre-implementation Timeline** | **Year 2- 5 Timeline**  | **Resources** (Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Key Personnel** |
| LEA identifies strong school leadership by:Reviewing the performance of the current principal in order to demonstrate that the current principal has a proven track record of success; or Replacing the principal with a leader with a track record of turnaround success |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA provides operational flexibility in the area of staffing in order to ensure that teachers are effective and able to improve instruction byRequiring a review of all staff and retaining only those who are determined to be effective and have the ability to be successful in supporting the turnaround effort; andPreventing ineffective teachers from transferring to a TIG funded schoolImplementing strategies designed to recruit, place, and retain high-quality staff interested in supporting secondary school transformation |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA provides operational flexibility in the following areas:Scheduling in order to align use of instructional time with identified student performance goals, including but not limited to establishing schedules and strategies that provide increased learning timeCurriculum in order to strengthen the school’s instructional program through assistance in the identification of an articulated instructional model that is research-based, rigorous, aligned to the Colorado Academic Standards, and responsive to the needs of the student populationBudget authority |
|  |  |  |  |  |  |
| LEA establishes systems that:* Identify, select, and retain high-quality staff interested in supporting secondary school transformation with a proven track record of effectiveness
* Use evaluations based on student achievement/growth and reward school leaders, teachers, and other staff who improve student achievement and identify and remove those who do not
* Provide ongoing, relevant, job-embedded professional development related but not limited to the following
	+ The comprehensive instructional program; and
* Use of data to inform instruction
 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA establishes a system that:* Develop and implement a specific, rigorous attendance plan to increase average daily attendance and decrease chronic absenteeism.
* Implement a data system that identifies students who are off-track to graduate
* Creates interventions to rapidly address and support students who are off track to graduate
 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA creates structures to support students in the transition from 8th to 9th grade, including but not limited to the following:Student advisoryStudy skillsIntensive academic supports and interventions |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA creates opportunities and structures to support students in credit recovery and post-secondary readiness, including:Credit recovery options during the school day and non-traditional hoursStructures and opportunities for students to engage in college-level coursework (e.g. AP, dual enrollment)Establish opportunities for students to engage in non-traditional, career focused learning including externships, internships, and experiential learning |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| LEA fosters a positive academic school culture by:Creating and implementing discipline policies that encourage alternatives to suspension and address students’ social, emotional, and health needs.Developing and implementing a communication plan that ensures ongoing communication with students and familiesDeveloping and implementing a strategy to engage stakeholders in the improvement process and leverage community partnerships for improvement activities |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**\*For additional information on the State-Determined Model see pages 69-70 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index.html>