Expectations for Priority Schools
Alignment of Turnaround Principles with Alaska STEPP Indicators

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan

1. Strong and effective leadership
    o Demonstrate to EED effectiveness of principal based on track record and increase in student achievement or seek a replacement with skills and abilities to lead school turnaround effort.
    o Provide operational flexibility to principal in areas of scheduling, staff, curriculum & budget as applicable to improve achievement.
	o N/A
	
	o N/A
		o Demonstrate through principal evaluation process, rating document, and inclusion of student learning data. (Indicators in Domain 6 also align, but are not evaluation process.
		o District office demonstrates through policy or other documentation of type of appropriate flexibility to be provided to principal.

2. Effective teachers
    o Review effectiveness of all teachers and retain those demonstrated to be effective through evaluations and student learning data, seeking any needed replacements with ability to be successful in the turnaround effort
    o Preventing ineffective teachers from transferring to school
    o Provide job-embedded professional development informed by teacher evaluation system and tied to teacher and student needs.
	o N/A
	
	o N/A
	
	o Domain 5
	    5.1 School staff use multiple sources of student performance data as a primary factor in determining professional development priorities.
	    5.3 School staff embed professional development into daily routines and practices.
		o Demonstrate through teacher evaluation process, rating document, and inclusion of student learning data.
		
		o District office demonstrates through policy or other documentation.
		o Documented in Action Plan for indicators 5.1 and 5.3

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3. School calendar maximizes time for learning
   o Redesign the school day, week or year to provide additional time for student learning and teacher collaboration.
	o Domains 3 and 4
	  3.2 School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency.
	  4.5 School staff provide extended learning opportunities, and students in need of additional support regularly participate.
	  (Extended learning opportunities can be within the school day as well as outside the school day.)
		o Provide a copy of the school day/week/year schedule from 2012-2013 and the proposed schedule for 2013-2014 to show how schedule has been redesigned
		o Action Plans for 3.2 and 4.5 must include a minimum of:
		  • A dedicated weekly meeting for teacher collaboration
		  • 90 minutes core reading instruction daily (K-6)
		  • An additional 30 minutes of daily reading interventions for students below grade level (K-6)
		  • Structured daily reading interventions for 7-12 graders who are below grade level
		  • 60 minutes of daily core math instruction for K-6
		  • Structured daily math interventions for 7-12 graders who are below grade level

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4. Strengthen school's instructional program o Use of research-based instructional strategies curriculum materials aligned with state academic content standards.	o Domains 1 and 3 1.1 School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards. 3.2 School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency. 3.3 School staff use research-based instructional practices, programs and materials.	o Action Plans must include: • All teachers implement and teach with fidelity the district adopted curricula
5. Use of data to inform instruction o Use screening assessments three times a year; use data from these assessments and others to provide interventions when needed and to improve instruction.	o Domains 2 and 3 2.3 School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. 3.4 School staff consistently and regularly measure the effectiveness of instruction using data from a variety of formative assessments.	o Action Plans must include: • A universal screener is administered 3 times per year to all students • Benchmarking data is analyzed and used to design appropriate interventions for identified students

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6. School environment
  o Improve safety & discipline, implementing schoolwide behavior plan.
  o Address students' social, emotional and health needs.
	o Domain 4
	  4.3 School staff communicate school-wide behavior expectations that are understood and achieved by students, and provide positive behavioral supports.
	  4.6 School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.
		o Action Plans must include:
		  • Implement a school-wide behavior plan
		o Plans must also address students' social emotional and health needs. These may be included in indicator 4.6

7. Family and community engagement
  o Provide ongoing mechanisms to reflect cultural values and increase parent & community engagement in progress and engagement in the school and to support learning at home.
	o Domain 4
	  4.7 School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home, and they implement effective strategies to increase parent engagement.
	  4.8 School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.
		o Action Plans must clearly show two-way communications and ways to engage parents and community