



**Community Notifications Required for Turnaround** *(Attach ALL required notifications and relevant documentation as available):*

<b>Notice to Parents and Teachers Informing the Community of the Need to Turnaround – REQUIRED YR 1 – NRS 385.3661</b>	
<b>Notice to Parents and Teachers of the Plan for Turnaround to be Implemented – REQUIRED YR 2 - NRS 385.3693</b>	
<b>Invitation to Parents/Community and Teachers to Participate in the Process - <i>Optional</i></b>	
<b>Additional Information to Parents/Community - <i>Optional</i></b> <i>(ex. Music Programs, PTA Presentations, PAC Meetings)</i>	

**TURNAROUND PLAN COMPONENTS**

**Step I - Comprehensive Needs Assessment**

**Identify and Analyze** a variety of data elements in the areas of **Curriculum and Instruction, Assessment and Accountability, and Leadership** that are relevant to the operation and governance of the school and have caused the school to reach the Turnaround stage. [The School Longitudinal Data Profile and a summary report of the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) are required. Additional examples of data to consider include: AYP Reports, District Audit Reports, CRT Data, Interim Assessments, Survey Data, School Improvement Plans, Accountability Reports, SST Reports (e.g. November 1st Reports, Quarterly Reports, End of the Year Reports), School and Curriculum Audits, School Schedules, etc.]

<b>I A. Data Element</b>	<b>I B. Data Analysis</b>
Identify data sources and attach relevant documents.	Identify the trends that significantly contributed to the school's failure to make AYP.

**Step II - Inquiry Process**

**Identify** the Priority Concerns, Root Causes, and Solutions from the data sources listed above that significantly contributed to the school's identification for turnaround and led to the development of this Turnaround plan. This should be a plan that looks at the operation and governance of the school. *Attach relevant documents, i.e. charts, graphs, profiles.*

<b>II A. District Priority Concerns</b>	<b>II B. Root Causes</b>	<b>II C. District Solutions</b>
Based on the analysis of the Comprehensive Needs Assessment, identify priority concerns focused on the areas of Curriculum and Instruction, assessment and Accountability, and/or Leadership that led to the failure of the school to make AYP.	Identify the root cause(s) of the concern relative to the school's Curriculum and Instruction, Assessment and Accountability, and/or Leadership that led to the failure to make AYP and resulted in the need for this Turnaround plan.	Identify solutions selected by the LEA that focus on the school's Curriculum and Instruction, Assessment and Accountability, and/or Leadership and have substantial promise of improving academic achievement, enabling the school to make AYP this year and in the future.


### Step III - Master Plan Design

The Master Plan Design is designed to improve the academic achievement of the pupils enrolled in the school and have substantial promise of ensuring that the school makes AYP this year and in the future. In this section, the LEA must select a Turnaround Option (III A) and develop a School Turnaround Plan that identifies the Goals, Measurable Objectives, and respective Action Steps and the supporting information and data.

**Step III A. Turnaround Option** – Per NRS 385.3745 and based on the conclusions formed from the information above, districts are required to carry out a plan of Turnaround that includes selecting at least one of the following options:

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|---|--|
| <input type="checkbox"/>  | <b>[Nevada Option a]</b> Replace all or most of the staff who are relevant to failure of the school to make AYP;   |
| <input type="checkbox"/>  | <b>[Nevada Option b]</b> Enter into a contract with an entity, such as a management company, with a demonstrated record of effectiveness to operate the public school;   |
| <input type="checkbox"/>  | <b>[Nevada Option c]</b> Request that NDE oversee the operation of the school, if agreed to by NDE; or   |
|   | <b>[Nevada Option d]</b> <i>Nevada Option d only applies to schools where the NDE is responsible for Turnaround as the LEA.</i>  |
| <input checked="" type="checkbox"/>   | <b>[Nevada Option e]</b> Take any other action to restructure the governance of the school if the action is designed to improve the academic achievement of the pupils enrolled in the school and has substantial promise of ensuring that the school makes AYP. <i>(Under this option, NDE requires that the LEA changes the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA)</i> |
| In addition to what is defined under Option e above, the following examples may constitute “any other action to turn around the governance of the school.”  |  |
| <ul style="list-style-type: none"> <li>• Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts);</li> <li>• Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.);</li> <li>• Dissolve the school and assign students to other schools in the district;</li> <li>• Pair the school in Turnaround with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together; or</li> <li>• Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school.</li> </ul> |  |

### Step III B. School Turnaround Plan

**Directions - Use for the following chart below.**

- 1) Develop Turnaround Plan Goals. Based upon data obtained from NCCAT-S results, each goal must address one of the following as an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership.
- 2) Provide Rationale for Goal as supported by the Priority Concerns, Root Causes, and District Solutions identified in

the Inquiry Process.

- 3) State no more than 3 Measurable Objective(s) for each Turnaround Plan Goal.
- 4) Describe the Action Steps that will change the operation and governance of the school in order to increase student achievement in areas currently identified as not meeting AYP.
- 5) Specify the Timelines for implementing each action step.
- 6) Describe the Resources, including district personnel as well as funding sources, available to the school to carry out the plan.
- 7) Identify the Evidence to be collected by Area/Division to document implementation of the action step.
- 8) List District/Area/School Staff Responsible for ensuring the action step is carried-out.

**Goal 1 – Select an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership**

**Turnaround Plan Goal 1:**

**Rationale for Goal (as supported by Inquiry Process):**

**Measurable Objective 1:**

<b>Action Step</b>	<b>Timeline</b>	<b>Resource Allocation &amp; Reallocation</b>	<b>Evidence</b>	<b>Person(s) Responsible</b>
Describe the turnaround action that will increase student achievement in areas currently identified as not meeting AYP.	Identify the timelines for implementing the action step.	Include all types of resources (e.g., district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	Identify Evidence the District/Area will use to document implementation and determine the results of the action step.	Identify District and/or School staff responsible for ensuring the action step is carried-out.

**Measurable Objective 2:** A school-wide master plan for instructional time will ensure all students receive additional opportunities to learn and increase proficiency as measured by formative assessment data and that will result in Elmcrest achieving at or above 63.9% proficiency in ELA and 65.9% proficiency in Math on 2010-11 state assessments..

<b>Action Step</b>	<b>Timeline</b>	<b>Resource Allocation &amp; Reallocation</b>	<b>Evidence</b>	<b>Person(s) Responsible</b>
Describe the turnaround action that will increase student achievement in areas currently identified as not meeting AYP.	Identify the timelines for implementing the action step.	Include all types of resources (e.g., district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	Evidence the District/Area will use to document implementation and measure the results of the action step.	Identify District and School staff responsible for the action step and timeline.

**Measurable Objective 3:** The school-wide professional development plan will focus on standards-based instruction and differentiated instructional strategies. It will be monitored, evaluated, and supported by the administration.

<b>Action Step</b>	<b>Timeline</b>	<b>Resource Allocation &amp;</b>	<b>Evidence</b>	<b>Person(s)</b>
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Describe the turnaround action that will increase student achievement in areas currently identified as not meeting AYP.	Identify the timelines for implementing the action step.	<b>Reallocation</b> Include all types of resources (e.g., district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	Evidence the District/Area will use to document implementation and measure the results of the action step.	<b>Responsible</b> Identify District and School staff responsible for the action step and timeline.

**Goal 2 – Select an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership**

**Restructuring Plan Goal 2:**

**Rationale for Goal (as supported by Inquiry Process):**

**Measurable Objective 1:**

<b>Action Step</b> Describe the turnaround action that will increase student achievement in areas currently identified as not meeting AYP.	<b>Timeline</b> Identify the timelines for implementing the action step.	<b>Resource Allocation &amp; Reallocation</b> Include all types of resources (e.g., district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	<b>Evidence</b> Evidence the District/Area will use to document implementation and measure the results of the action step.	<b>Person(s) Responsible</b> Identify District and School staff responsible for the action step and timeline.

**Goal 3 – Select an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership**

**Restructuring Plan Goal 3:**

**Rationale for Goal (as supported by Inquiry Process):**

**Measurable Objective 1:**

<b>Action Step</b>	<b>Timeline</b>	<b>Resource Allocation &amp;</b>	<b>Evidence</b>	<b>Person(s)</b>
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Describe the turnaround action that will increase student achievement in areas currently identified as not meeting AYP.	Identify the timelines for implementing the action step.	<b>Reallocation</b> Include all types of resources (e.g., district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	Evidence the District/Area will use to document implementation and measure the results of the action step.	<b>Responsible</b> Identify District and School staff responsible for the action step and timeline.

**Goal 4 – Select an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership**

**Restructuring Plan Goal 4:**

**Rationale for Goal (as supported by Inquiry Process):**

**Measurable Objective 1:**

<b>Action Step</b> Describe the turnaround action that will increase student achievement in areas currently identified as not meeting AYP.	<b>Timeline</b> Identify the timelines for implementing the action step.	<b>Resource Allocation &amp; Reallocation</b> Include all types of resources (e.g., district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	<b>Evidence</b> Evidence the District/Area will use to document implementation and measure the results of the action step.	<b>Person(s) Responsible</b> Identify District and School staff responsible for the action step and timeline.

**Goal 5 – Select an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership**

**Restructuring Plan Goal 5:**

**Rationale for Goal (as supported by Inquiry Process):**

**Measurable Objective 1:**

<b>Action Step</b> Describe the turnaround action that will increase	<b>Timeline</b> Identify the timelines for implementing the action step.	<b>Resource Allocation &amp; Reallocation</b> Include all types of resources	<b>Evidence</b> Evidence the District/Area will use to document	<b>Person(s) Responsible</b> Identify District and School

student achievement in areas currently identified as not meeting AYP.		(e.g., district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	implementation and measure the results of the action step.	staff responsible for the action step and timeline.

### Step IV – Monitoring and Evaluating Implementation of School Turnaround Plan

The Monitoring and Evaluation Plan provides a mechanism for the appropriate district personnel to systematically monitor and evaluate the implementation of the Turnaround plan. During Step IV, it is the responsibility of the district to keep the Turnaround plan focused – ensuring that the action steps are implemented and monitored and that consistent evaluation relative to improvement and student achievement takes place.

<b>Action Steps</b> Describe the turnaround action that will change the governance of the school in order to increase student achievement in areas currently identified as not meeting AYP. (Same as steps in Turnaround Plan).	<b>Timeline &amp; Benchmarks</b> Identify Timeline for Monitoring action steps/activities and benchmarks to be met toward accomplishing these action steps.	<b>Responsible District Staff</b> Identify District staff responsible for monitoring/evaluating the action steps/activities and timeline for administering Technical Assistance/Consequences for school if turnaround timelines/benchmarks are not met.	<b>Documentation of Implementation</b> Identify Evidence to be collected by District/Area to document implementation of activity.

### Step V – Budget for the Overall Cost of Carrying Out the Plan

List the funds necessary to carry out the Turnaround Plan and accomplish the goals.

<b>Goals</b>	<b>Total amount needed to accomplish goal.</b> (Amounts for each action step should be listed under “Resources.”)	<b>Funds available in current school funding that have been specifically set aside for the implementation of the goal.</b>	<b>Funds still needed to implement goal.</b>
<b>Goal 1</b>			

<b>Goal 2</b>			
<b>Goal 3</b>			
<b>Goal 4</b>			
<b>Goal 5</b>			

## Step VI – Required Elements for All Schools

Complete items 1-6.

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?
2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.
3. Describe the resources available to the school to carry out the plan.
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).