SIG Turnaround Model – Required and Permissible Activities

Required Activities

1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully each element of the turnaround model.

2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students
   a. Screen all existing staff and rehire no more than 50 percent; and
   b. Select new staff.

3. 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 the students in the turnaround school.

4. Provide 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.

5. Adopt 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.

6. Use 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.

7. 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 academic needs of individual students.

Permissible Activities

A turnaround model may also implement other strategies such as—

1. Any of the required and permissible activities under the transformation model; or

2. A new school model (e.g., themed, dual language academy).

Permissible Activities – Transformation Model

1. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Instituting a system for measuring changes in instructional practices resulting from professional development.

3. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

4. Conducting periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective.

5. Implementing a schoolwide “response-to-intervention” model.

6. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learners acquire language skills to master academic content.
7. Using and integrating technology-based supports and interventions as part of the instructional program.

8. In secondary schools—
   a. Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
   b. Improving student transition from middle to high school through summer transition programs or freshman academies;
   c. Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
   d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

9. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs.

10. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.

11. Expanding the school program to offer full-day kindergarten or prekindergarten.

12. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.

13. Implementing a per-pupil, school-based budget formula that is weighted based on student needs.