

## ***SIG Transformation Model – Required and Permissible Activities***

<https://www.federalregister.gov/articles/2015/02/09/2015-02570/final-requirements-school-improvement-grants-title-i-of-the-elementary-and-secondary-education-act>

### Required Activities

1. Replace the principal who led the school prior to commencement of the transformation model.
2. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that
  - a. Will be used for continual improvement of instruction;
  - b. Meaningfully differentiate performance using at least three performance levels;
  - c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
  - d. Evaluate teachers and principals on a regular basis;
  - e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
  - f. Will be used to inform personnel decisions.
3. Use the teacher and principal evaluation and support system described to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
4. Provide staff ongoing, high-quality, job-embedded professional development (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.
5. 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.
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.
8. Establish schedules and strategies that provide increased learning time, meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for
  - a. Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;
  - b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and
  - c. Teachers to collaborate, plan, and engage in professional development within and across grades and subjects.
9. Provide ongoing mechanisms for family and community engagement.
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully each element of the transformation model to substantially improve student achievement outcomes and increase high school graduation rates.

11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO).

### Permissible Activities

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 (required in Alabama).
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.