

America's Reinvestment and Recovery Act (ARRA) School Improvement (1003g) Grants and SREB Support

TURN-AROUND	TRANS-FORMATION	REQUIRED LEA ACTIVITIES for the School Improvement Grant	WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS to Meet Requirements of the School Improvement Grant
✓	✓	Replace Principal (except those hired previously as a part of turnaround or transformation effort-within two years)	Leadership Training and Coaching; Establishing and Maintaining a High Expectations School Culture; Leading Change; Using Distributed Leadership to Reform Teaching and Learning; Instructional Leadership; Using School and Classroom Data to Continuously Improve; Time Management; and other topics as needed by the district.
✓	✓	Operational flexibility (calendar, time, budget, staffing)	Design flexible school master schedules that include longer instructional blocks; extended day, extended week, and extended year calendars; and flexible staffing assignments.
✓		Replace > 50% of Staff using "locally adopted competencies"	Recommend competencies that include instructional planning, delivery and accountability.
		Close & reopen under Charter School Operator/CMO/EMO	The Key Practices can be used as the charter school's operational framework.
OK	✓	Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND designed with teacher/leader input	Provide recommendations on indicators of effective school leaders and teachers; provide access to teacher and student surveys of effective practices; achievement and perception data from the biennial <i>HSTW</i> Senior and Middle Grades Assessment; recommendations for school and classroom practices data elements.
OK	✓	Identify/reward effective & remove ineffective personnel	Provide recommendations on indicators of effective school leaders and teachers; provide access to teacher and student surveys of effective practices; achievement and perception data from the biennial <i>HSTW</i> Senior and Middle Grades Assessment; recommendations for school and classroom practices data elements.
✓	✓	High-quality, job-embedded, instructionally aligned professional development	On-line and on-site professional learning to include leadership for school and teacher leaders; instructional strategies; subject area training by content specialists; and a broad array of topics depending on district and school needs. National Workshops and Annual Staff development conference and hosted site visits to a network of high performing sites.
✓	✓	Financial incentives, career opportunities and flexible work conditions	
✓	OK	New governance structure	Distributed leadership; Small Learning Communities training;
✓	✓	Instructional reform	Training in research based instructional strategies; emphasis on literacy across the curriculum; lesson cycle and standards based unit planning; project and problem based learning; instructional leadership – for school and teacher leaders
✓	✓	Student data reform	Identify and use multiple types of data including student achievement, school and classroom practices, and perception data

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✓	✓	Increased learning time	Emphasis on using increased learning time effectively to increase student achievement (help find time during the day as well as extended day, week and year options)
✓		Socio-emotional and community supports	Guidance and Advisement programs
OK	✓	Ongoing family and community engagement	Guidance and Advisement programs; Senior Project with Community Mentor; Advisory Committees
OK	✓	Ongoing intensive technical assistance from LEA, SEA or external partner	Provide on-going technical assistance through on-site coaching by a professional school improvement coach; professional development on-site, electronically and through national workshops and annual conference; in-depth audit of school and classroom practices; Bi-ennial NAEP-like Assessment and Student and Teacher Perception Survey; and annual ninth grade student survey

TURN-AROUND	TRANS-FORMATION	PERMISSIBLE LEA ACTIVITIES	WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS
✓	OK	New school model (e.g. themed, dual language)	Plan for and Implement Small Learning Communities or Career Academies; Implement “Magnet” Themes;
✓	✓	Additional compensation to attract and retain staff	
✓	✓	System to measure impact of professional development	Provide data on training participation; document training implementation through walkthrough observations, instructional reviews and teacher interviews
✓	✓	Ensure that school is not required to accept teacher without mutual consent of teacher and principal regardless of teacher seniority	
✓	✓	Periodic reviews of curriculum	Horizontal and vertical alignment by content area specialists
✓	✓	Response to Intervention model	Developing tiered interventions to support students at risk of dropping out of school; training on differentiated instructional strategies; help school develop three tiers of strategies to improve achievement: school wide strategies for all students, strategies for identified student groups, and strategies for individual students.
✓	✓	Additional supports to address students with disabilities and English language learners	Developing tiered interventions to support students at risk of dropping out of school; training on differentiated instructional strategies; help school develop three tiers of strategies to improve achievement: school wide strategies for all students, strategies for identified student groups, and strategies for individual students.

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✓	✓	Using and integrating educational technology	Workshops on integrating and using technology to increase student learning; design walkthrough instruments to identify effective use of instructional technology
✓	✓	Increasing opportunities for advanced coursework, AP, IB, STEM, early college dual enrollment, thematic learning academies	<i>HSTW</i> Recommended Curriculum; workshops on integrating mathematics, science and career technical standards through authentic projects; smaller learning communities; career themed academies
✓	✓	Summer transition or freshman academies (middle to high school)	<i>HSTW</i> Ninth Grade Redesign training; SREB's Getting Ready (Ninth Grade Catch-up Course) Institutes; <i>MMGW</i> Curriculum Alignment
✓	✓	Graduation rate improvement reforms	Middle Grades efforts; ninth grade redesign; 10 Key Practices; quality Career Technical Programs and preparation
✓	✓	Early warning systems for at-risk youth	Identify students who are below grade level in or failing mathematics or English/language arts/reading, those with high absences from school, and those with habitual behavior problems and develop a tiered intervention system that includes school wide strategies, group strategies and strategies for individual students
✓	✓	Partner with organizations, clinics, agencies, etc. to meet students' social, emotional, health needs	Guidance and Advisement System; Quality Work-based Learning Opportunities
✓	✓	Extend or restructure school day	Design flexible school master schedules that include longer instructional blocks; extended day, extended week, and extended year calendars; and flexible staffing assignments.
✓	✓	Implement approaches to improve school climate and discipline	Leadership training on Culture; implement consistent school wide discipline strategies; lesson cycle training for all teachers; Guidance and advisement; distributed leadership