**1003(g) School Improvement Grants (SIG)**

***Intervention Models***

In order to access SIG funds through 1003(g) School Improvement Grants (SIG), an LEA must implement one of the following four intervention models in the respective school.

1. Turnaround model

2. Restart model

3. School closure

4. Transformation model

*As defined by USDOE in Federal Register: August 26, 2009 (Volume 74, Number 164)*

**1. Turnaround model.** A turnaround model must include—

i. Replacing the principal and at least 50 percent of the staff;

ii. Adopting a new governance structure, which may include, but is not limited to, reporting to a new “turnaround office” in the LEA or SEA, hiring a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

iii. Implementing a new or revised instructional program;

iv. Implementing strategies designed to recruit, place, and retain effective staff;

v. Providing ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to facilitate effective teaching and learning;

vi. Promoting the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;

vii. Establishing schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff; and

viii. Providing appropriate social-emotional and community-oriented services and supports for students.

**2. Restart model.** A restart model is one in which an LEA closes a school and reopens it under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must admit, within the grades it serves, all former students who wish to attend the school.

**3. School closure.** An LEA closes a school and enrolls the students who attended that school in other, high-achieving schools in the LEA, which may include charter schools.

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**4. Transformation model.** A transformation model must include each of the following strategies:

**i. Developing teacher and school leader effectiveness.**

a. Required activities. The LEA must—

i. Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders'

performance;

ii. Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not;

iii. Replace the principal who led the school prior to commencement of the transformation model;

iv. 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 to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

v. Implement strategies designed to recruit, place, and retain effective staff.

b. Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as—

i. Providing additional compensation to attract and retain high-quality educators to the school;

ii. Instituting a system for measuring changes in instructional practices resulting from professional development; or iii. 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.

**ii. Comprehensive instructional reform strategies.**

a. Required activities. The LEA must—

i. Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned

from one grade to the next as well as aligned with State academic standards; and

ii. Promote the continuous use of individualized student data (such as from formative, interim, and summative assessments)

to inform and differentiate instruction to meet the needs of individual students.

b. Permissible activities. An LEA may also implement other strategies for implementing comprehensive instructional reform strategies, such as—

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

ii. Implementing a schoolwide “response-to-intervention” model; or iii. In secondary schools—

1. Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate), 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;

2. Improving student transition from middle to high school through summer transition programs or freshman academies; or

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3. Increasing graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills.

**iii. Extending learning time and creating community-oriented schools.**

a. Required activities. The LEA must—

i. Provide more time for students to learn core academic content by expanding the school day, the school week, or the

school year, or increasing instructional time for core academic subjects\* during the school day;

ii. Provide more time for teachers to collaborate, including time for horizontal and vertical planning to improve instruction;

iii. Provide more time or opportunities for enrichment activities for students (e.g., instruction in financial literacy, internships or apprenticeships, service-learning opportunities) by partnering, as appropriate, with other organizations, such as universities, businesses, and museums; and

iv. Provide ongoing mechanisms for family and community engagement.

b. Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as—

i. Partnering with parents, faith- and community-based organizations, health clinics, the police department, and others to create safe school environments that meet students' social, emotional and health needs;

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

iii. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

**iv. Providing operating flexibility and sustained support.**

a. Required activities. The LEA must—

i. Give the school sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a

comprehensive approach to substantially improve student achievement outcomes; and

ii. 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 an EMO).

b. Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as—

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

SEA; or

ii. Implementing a weighted per-pupil school-based budget formula.

\* Under section 9101(11) of the ESEA, “core academic subjects” are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

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