

SCHOOL-LEVEL TURNAROUND BENCHMARKS

Readiness to Act	Readiness to Learn	Readiness to Teach
<p>Resource Authority</p> <ul style="list-style-type: none"> <input type="checkbox"/> School has authority to chose & assign staff, set daily schedule & annual calendar, and allocate budgets to focus on learning <input type="checkbox"/> School has authority to shape programs & instruction around the needs of students <input type="checkbox"/> School is free from disincentives to make mission-driven decisions (including restrictive work rules), and free to offer teachers varied incentives <p>Resource Ingenuity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leaders engage business, community and social service organizations to increase support and resources <input type="checkbox"/> Leaders are inventive at raising additional financial resources and using state & federal dollars to support their aims <p>Agility in the Face of Turbulence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leaders continuously adapt to and triage the needs and challenges that arise <input type="checkbox"/> Leaders use flexibility and persuasion rather than rigid standards & control 	<p>Action Against Adversity</p> <ul style="list-style-type: none"> <input type="checkbox"/> School partners with community providers to monitor and serve student health and human service needs <input type="checkbox"/> School provides explicit guidance for the development of good learning behaviors and life skills relevant to students' environment <p>Close Student-Adult Relationships</p> <ul style="list-style-type: none"> <input type="checkbox"/> School & class size are small enough to foster adult-student relationships <input type="checkbox"/> School maximizes contact & continuity of relationships through advisories, home contact and creative scheduling <p>Safety, Discipline & Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> School has safe, orderly environment with well-defined but flexible routines and clear codes of behavior <input type="checkbox"/> School has a well-rounded, engaging curriculum (around core focus on ELA and math, see in Readiness to Teach) 	<p>Personalization of Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> School has a robust formative assessment system featuring very frequent assessment & immediate feedback to teachers & students <input type="checkbox"/> Assessment feedback is utilized extensively both to personalize instruction and to adapt curriculum & classroom instruction for individuals & high-need groups <p>Professional Teaching Culture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaching capacity is highly adaptive, good at problem-solving and committed to continuous learning <input type="checkbox"/> Work practices relating to curriculum, instruction, reviews of student work and PD are highly collaborative <p>Shared Responsibility for Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> All school adults share a strong commitment to student achievement <input type="checkbox"/> Students & teachers are accountable for student learning in rigorous ways that also take account of the uncertainties of poverty <input type="checkbox"/> Support, training and resources are provided in proportion to expectations

Key Implementation Strategies - Requiring Authority over *People*

Readiness to Learn	<ul style="list-style-type: none"> ❑ Recruit and assign staff based on the needs of the high-poverty student population, using open recruiting and without restrictions on staff management like seniority, force-placing or bumping practices: <ul style="list-style-type: none"> ➤ Hire people with background in human services, to enhance understanding in dealing with student challenges ➤ Assign teachers based on student needs, and retain flexibility in assignments to meet needs of turbulence ➤ Utilize all staff to participate in advisories, home visits and other student-adult close contact activities ❑ Increase the number of staff who deal directly with students' human and social needs: social workers, adjustment counselors, liaisons with social service organizations ❑ Develop staff in areas critical to turnaround success, including <ul style="list-style-type: none"> ➤ Training in effective classroom management and intervention to support safety and discipline ➤ Development in instructional methods that increase engagement (thematic, project-based or technology-based learning, cross-disciplinary learning) ❑ Evaluate school and staff on success in addressing student challenges crucial to high-poverty population
Readiness to Teach	<ul style="list-style-type: none"> ❑ Recruit and develop leadership that is experienced in the management of turnaround, including turbulence and buy-in <ul style="list-style-type: none"> ➤ Leaders continuously adapt and triage student, teacher and school needs and challenges ➤ Leaders use flexibility and persuasion rather than rigid standards & control ❑ Recruit and develop staff for “new world” diagnostic and individualized instruction: <ul style="list-style-type: none"> ➤ Target highly adaptive, problem-solving teaching ability by recruiting for and developing expertise in subject matter, pedagogy <i>and</i> continuous learning skills ➤ Train teachers in data-driven decision making, intervention and differentiated instruction (for short-feedback loop assessment and adjustment of instruction) ❑ Recruit, assign and develop staff to foster the responsive professional learning community required to effectively address the challenge, including distributing instructional leadership throughout the building and employing staff creatively to support achievement initiatives ❑ Utilize the evaluation process to validate collaborative working and continuous learning, and to hold teachers and administrators accountable for performance

Key Implementation Strategies - Requiring Authority over *Time*

Readiness to Learn	<ul style="list-style-type: none"> ❑ Extend the school day to address the academic and social needs of high-poverty student population, including <ul style="list-style-type: none"> ➤ Time for a robust, well-rounded curriculum and engaging teaching & learning practices (project-based learning, etc.) ➤ Time to diagnose and address health and human service needs, and to provide direct instruction in good learning behaviors and life skills ➤ Time for advisories and other student time with individual adult champions ❑ Adjust the school schedule to foster close adult-student relationships by incorporating <ul style="list-style-type: none"> ➤ Advisories ➤ Looping and longer block schedules ➤ Small-group tutorials ❑ Increase student-adult contact time by improving the ratio of teachers and social support personnel to students ❑ Adopt “early start” school configurations, with high schools operating grades 6 or 7 through 12, and elementary schools benefitting from universal preschool feeders
Readiness to Teach	<ul style="list-style-type: none"> ❑ Secure extra teacher hours necessary for a professional learning culture, with collaboration and development opportunities – every day or week – including: <ul style="list-style-type: none"> ➤ Time to develop teachers and administrators to understand how poverty effects learning and performance, and how to implement strategies to address these impacts ➤ Time for teachers to train and participate in data-driven decision making, intervention and differentiated instruction ➤ Time for teachers to plan, share instructional practice and review student work as a team of experts (hospital model) ❑ Adjust the school schedule and annual calendar to allow for critical personalized learning strategy, including: <ul style="list-style-type: none"> ➤ The administration and rapid analysis of results from frequent, short feedback loop assessments ➤ Regular and generous common planning blocks for teachers to act collaboratively in adjusting instruction

Key Implementation Strategies - Requiring Authority over *Money*

Readiness to Learn

- ❑ Use additional funds to
 - **Allocate extra money to extend school day** to address academic and social needs of high-poverty student population
 - **Allocate money to decreasing class** and possibly school size to enhance student-adult relationships
- ❑ **Raise additional financial resources by** approaching private companies and philanthropic organizations.
- ❑ **Be creative in using public financing options and statutory program resources**, within relevant restrictions, to fund turnaround strategies.
- ❑ **Identify and undertake capital improvements** necessary for safety and the creation of a positive climate

Readiness to Teach

- ❑ Use additional funds to
 - **Allocate extra money for teacher hours** needed for participation in professional learning culture and individual/small group contact with students (from RA)
 - **Allocate money to ensure that teacher support, training and resources will support performance expectations**
- ❑ Use school control over budgets to
 - **Differentiate teacher compensation** for extra time or responsibilities (from RA)
 - **Offer school wide financial incentives** to implement turnaround approach and for attainment of performance objectives
- ❑ **Analyze existing budget and re-align spending** to focus on turnaround goals and student achievement

Key Implementation Strategies - Requiring Authority over *Programs*

Readiness to Learn	<ul style="list-style-type: none"> ❑ Develop a rounded, engaging curriculum that, in addition to personalized instruction in the core areas of ELA and math: <ul style="list-style-type: none"> ➤ Includes the arts, languages, technology, physical education and other avenues to learning ➤ Increases engagement through interdisciplinary curricula, technology-based instruction, etc. ➤ Addresses choice and the range of student needs (e.g. interest-based pathways , alternative programs for behavioral challenges) ➤ Provides explicit instruction and guidance for the development of good learning behaviors ➤ Provides direct instruction in life skills relevant to students' situations (and addresses potential challenges, e.g. drug, alcohol, violence and drop-out prevention programs.) ❑ Create programs to increase individual student-teacher contact, including: <ul style="list-style-type: none"> ➤ Create advisory groups in which students participate regularly ➤ Schedule regular home visits from teachers, advisors and counselors ❑ Form alliances with community partners and social service providers to address: <ul style="list-style-type: none"> ➤ Health needs (breakfast, eye exams, pregnancy, etc.), and ➤ Human service needs (social, behavioral, abuse, homelessness, etc.) ❑ Create programs to address safety and discipline, including: <ul style="list-style-type: none"> ➤ Create well-defined but flexible routines and spell out codes of behavior in explicit and transparent ways. Embed these in school structure, rituals and culture. ➤ Provide students with explicit instruction in cooperative learning and individual responsibility
Readiness to Teach	<ul style="list-style-type: none"> ❑ Design and integrate a powerful personalized learning program to monitor and improve individual and group achievement, especially in the core areas of ELA and math: <ul style="list-style-type: none"> ➤ Create aligned formative assessments ➤ Develop tools and methods for data to be captured & used quickly in a short feedback loop to diagnose learning needs ➤ Develop methods for using data to be used to improve curriculum & classroom instruction ❑ Actively reshape and incorporate district wide initiatives into school strategies for maximizing performance