Summary of Intervention Strategies: Priority and Focus Schools

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Priority Schools: Seven Turnaround Principles

Intervention Strategies

Priority schools are required to implement all seven Turnaround Principles using intervention strategies that are sufficient to achieve change and demonstrate progress. One or more interventions must be selected from each of the seven principles described below.

Principle 1: Provide Strong School Leadership

Ensure that leaders are effective. Possible intervention strategies:

a. Evaluate, in-depth, the performance of the current leadership.

b. Implement changes in leadership, where appropriate.

c. Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction.

d. Partner with a reward School or obtain a leadership mentor to analyze existing leadership models and develop a revised leadership plan.

e. Provide flexibility in the areas of scheduling, budget, staffing and curriculum.

Principle 2: Effective Use of Staffing Practices & Instruction

Ensure that all teachers are effective and able to improve instruction. Possible intervention strategies:

a. Review and retain effective staff that have the ability to be effective in a turnaround effort.

b. Develop a recruitment plan that screens out ineffective teachers from transferring into these schools.

c. Ensure that all administrators in the school have the skills to effectively evaluate instruction and give quality feedback to teachers.

d. Develop an overall recruitment and retention plan for the principal and leadership team.

e. Provide additional instruction time for all teachers focused on effective instruction.

f.   Partner with outside master educators to conduct observations as part of a comprehensive evaluation process that supports reliable observations.

g. Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress, such as:

- Provide professional development for school staff on the collection, analysis, and use of instructional data.
- Require professional development in the use of research- based instructional practices.
- Embed data decision making model and problem solving into teacher training and a collaboration team.

- Work collaboratively in Professional Learning Communities (PLCs) to support and lift each student to proficiency, college and career readiness, and graduation.
- Use a walk-through system that gives teachers the feedback they need to continuously improve practice.

Principle 3: Effective Use of Time

Redesign the school day, week, or year to include additional time for student learning and teacher collaboration. Possible intervention strategies:

a. Increase instructional time for students who need more time to meet the rigorous goals of the CCSS.

b. Provide additional time focused on learning strategies for effectively working with students with disabilities or ELLs.

c. Provide additional time focused on teachers developing and using common assessment data to inform and differentiate instruction.

d. Focus on effective use of instructional time, including effective transitions and teacher collaborations.

e. Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress, such as:

- Incorporate time for teacher common planning and collaboration
- Incorporate time for planning and implementation of co-teaching
- Provide the resources teachers need to engage students in meaningful, appropriately leveled learning during the traditional school day. These resources may include smaller classes, engaging model curricula, and models of successful programs that relate learning to real-life situations.
- Support the adoption and implementation of comprehensive school-wide positive behavior support and behavior management programs to minimize the amount of instructional time that is disrupted when school employees need to address behavior management issues.
- Provide sufficient funds for before- and after-school learning experiences, staffed by fully-certified and well-compensated teachers, to targeted students who need them most.
- Ensure that all teachers have sufficient planning time to develop engaging, differentiated instruction for all students in all classes.

Principle 4: Curriculum, Assessment & Intervention System

Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards. Possible intervention strategies:

a. Implement CCSS and aligned model curriculum and unit assessments

b. Implement research-based interventions for all students two or more grade levels behind in ELA or mathematics

c. Other promising strategies that meet this turnaround principle and demonstrate progress, such as:

- Review the LEA curriculum and instruction by conducting a curriculum audit.

- Develop or expand the instructional coaching program to monitor and support implementation of evidence-based instructional practices.
- Design and implement instructional plans that are congruent with the Common Core Standards and relevant to students' lives.
- Improve and diversify teaching methods, which may include:
    - Encouraging a variety of teaching techniques and provide training to support their effective application.
    - Choosing materials based on students' interests and developmental needs.
    - Offering interdisciplinary and applied projects as well as service learning to connect academics to real life.

Principle 5: Effective Use of Data

Use data to inform instruction for continuous improvement. Possible intervention strategies:

a. Use data to inform instruction including, where appropriate, the placement of a full-time data specialist in the school focused on implementing a system for teachers to develop and use common assessment data funded by school-level Title I funds.

b. Provide time for collaboration on the use of data to inform instruction.

c. Use formative assessment design and data analysis to improve and differentiate instruction.

d. Build the principal's capacity to collect and analyze data for improving instruction and the skills necessary to develop a schedule and system for increasing teacher ownership of data analysis for improving instruction.

e. Develop or expand data collection systems to allow for customized, real-time data analysis.

f. Other promising strategies that meet this turnaround principle and demonstrate progress, such as:

- Provide professional development to ensure all staff can analyze collected data and interpret and report results to families so they may understand the meaning and use of data.
- Promote qualitative data to understand teacher, student, and family perception of instruction.

Principle 6: School Culture & Climate

Establish a safe school environment. Possible intervention strategies:

a. Place, where appropriate, a climate and culture specialist in the school to work with the leadership, staff, and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations.

b. Address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports.

c. Build capacity for all staff and leadership to implement a comprehensive plan for creating a climate conducive to learning and a culture of high expectations.

d. Use relevant data to inform appropriate actions for continually improving the climate and culture of the school.

e. Other promising strategies that meet this turnaround principle and demonstrate progress, such as:

- Use qualitative data to determine the perception of teachers, students and parents about the school safety, climate or culture.
- Create more opportunities for student-student and student-teacher interaction through:
  - Small learning communities, as lower student-teacher ratios promote interaction
  - Block scheduling, with longer classes that foster greater interaction
  - Looping, in which a teacher is with the same class for more than one year
  - Class meetings, where students share their thoughts daily or weekly
  - Staff members who are assigned as mentors or advisors to individual students or groups
  - Cooperative learning projects, which studies show eliminate cliques and widen friendship networks
- Develop high expectations and support for learning.
  - Eliminate tracking, which communicates low expectations
  - Hold students accountable for work completion
  - Provide "second-try" opportunities, based on feedback, for students to improve their assignments
  - Provide support for attaining academic goals, such as tutoring, study-skill sessions and summer or Saturday catch-up opportunities.
  - Engage students in their future; students who had frequent conversations about their futures had on average higher educational expectations for themselves and higher rates of postsecondary education participation.

Principle 7: Effective Family & Community Engagement

Provide on-going mechanisms for family and community engagement. Possible intervention strategies:

a. Develop or expand functions of family and community engagement staff to focus engagement on academics.

b. Build capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community.

c. Build capacity around the development and implementation of effective, academically-focused family and community engagement, particularly for students with disabilities and ELLs and their families.

d. Other promising strategies that meet turnaround principle and demonstrate progress, such as:

- Promote and support parent groups
- Coordinate with local social and health agencies to help meet student and family needs.
- Support early childhood education programs that provide young children with early learning experiences.
- Create a welcoming school climate.
  - Provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups.
  - Print suggestions for parents on home conditions that support learning at each grade level.
  - Partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication.

- o Have school personnel make home visits at transition points such as preschool and elementary, middle and high school to help families and students understand what to expect.
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
  - o Provide training and materials for parents on how to improve children's study skills or learning in various academic subjects.
  - o Make regular homework assignments that require students to discuss with their families what they are learning in class.
  - o Provide a directory of community resources and activities that link to student learning skills and talents, including summer programs for students.
  - o Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.
  - o Engage families in opportunities to work with their children in setting their annual academic, college and career goals.
- Engage families in school planning, leadership and meaningful volunteer opportunities
  - o Create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, budget or school safety).
  - o Provide equal representation for parents on school governing bodies.
  - o Conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs.
  - o Create volunteer recognition activities such as events, certificates and thank-you cards.
  - o Establish a parent telephone tree to provide school information and encourage interaction among parents.
  - o Structure a network that links every family with a designated parent representative
- Connect students and families to community resources that strengthen and support students' learning and well-being.
  - o Through school-community partnerships, facilitate families' access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.
  - o Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.
  - o Connect students and families to service-learning projects in the community.
  - o Invite community partners to share resources at annual open houses or parent-teacher conferences.

Focus Schools: Differentiated Interventions for Subgroups

Focus schools that are identified as not meeting the needs of students based on subgroup performance will be required to implement intervention strategies similar to those research-based interventions as priority schools, but which are explicitly focused on the subgroups that placed the school in focus status.

Intervention Strategies for Schools Not Meeting the Needs of Students with Disabilities

Focus schools that are identified as not meeting the needs of students with disabilities must include **one or more** of the following targeted intervention strategies:
   a. Align the curriculum to the CCSS.
   b. Increase collaboration among teachers.
   c. Improve use of data for differentiating instruction.
   d. Build capacity for all teachers, particularly for special education teachers to better understand the rigor of the CCSS.
   e. Other promising strategies that differentiate interventions and are sufficient to achieve change and demonstrate progress.

Intervention Strategies for Schools Not Meeting the Needs of English Language Learners

Focus schools identified as not meeting the needs of ELLs must include **one or more** of the following targeted intervention strategies that:
   a. Include research-based strategies for teaching academic English.
   b. Improve the use of native language support.
   c. Scaffold learning to meet the rigorous requirements of the CCSS.
   d. Build capacity for all teachers to learn strategies for meeting the content learning needs of ELLs and to better understand the rigorous requirements of the CCSS.
   e. Other promising strategies that differentiate interventions and are sufficient to achieve change and demonstrate progress.

Intervention Strategies for Schools Not Meeting the Needs of Other Subgroups

To address the needs of other subgroups of students, the LEA must include **one or more** of the following intervention strategies:
   a. Build capacity for school leaders focused on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction.
   b. Provide time for collaboration on the use of data to inform instruction.
   c. Use formative assessment design and data analysis to improve and differentiate instruction.
   d. Address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports.
   e. Build capacity for all staff on the effective support of students with disabilities and ELLs and their families.
   f. Build capacity for all staff on the development and implementation of effective, academically-focused family and community engagement.
   g. Extend learning time before, during, and after school that is aligned to CCSS.
   h. Other promising strategies that address the areas of deficiency that placed the school in focus status and are sufficient to achieve change and demonstrate progress.

The Building State Capacity and Productivity Center at www.BSCPCenter.org has produced the *Summary of states' strategies and consequences for ESEA focus schools.* LEAs may find this resource helpful for strategy selection. Strategies include:

- Extended time (day, week, year) for students with designated intervention strategies
- Partnerships with community – 21st Century Community Learning Center-like (academic + enrichment)
- Strategies to address social, emotional and heath needs
- Job-embedded Professional Development
- Assignment of Leadership Coach to support administrator evaluation/improvement
- Assignment of Development Coach to support educator evaluation/improvement
- Targeted and refocused use of Data Coaches in LEA and school leadership Professional Learning Communities (PLC)
- Develop and initiate a comprehensive parent engagement plan
- Use of external provider(s) matched to identified school needs

Additional Research Organizations to support Special Populations

- National Clearinghouse for English Language Acquisition
- National Center on Universal Design for Learning
- Center for Applied Special Technology
- National Center on Accessible Instructional Materials
- Center for Implementing Technology in Education
- WestEd
- Center on Instruction What Works Clearinghouse: Institute of Education Services
- National Center on Response to Intervention
- National Dissemination Center for Children with Disabilities