All LEAs must ensure that selected SIG interventions are designed to meet the specific needs of the schools served. The following questions relative to each intervention model and the necessary implementation infrastructure will be useful in this selection.

**Selecting Intervention Model**

Even if using year 1 as a planning year, the LEA must select an intervention model and state this choice in the application for a SIG award. The questions will be helpful to confirm the selection and establish infrastructure necessary for success..

###### **Turnaround Model**

* Because the turnaround model relies principally upon an infusion of human capital, along with changes in decision making, implementation infrastructure, and operational practice, the following considerations must be taken into account in determining if turnaround is the best fit for a persistently low-achieving school:
* How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
* How will the LEA assign effective teachers and leaders to the lowest achieving schools?
* How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
* How will staff replacement be executed—what is the process for deter- mining which staff remains in the school and for selecting replacements?
* How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
* What supports will be provided to staff being assigned to other schools?
* What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
* What is the LEA’s own intervention and implementation capacity to exe- cute and support a turnaround? What organizations are available to assist with the implementation of the turn- around model?
* What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
* What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

###### **Restart Model**

* Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?
* Will qualified community groups initiate a home-grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.
* Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served—home-grown charter school, CMO, or EMO?
* How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
* How will support be provided to staff that are reassigned to other schools as a result of the restart?
* What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
* What is the LEA’s own capacity to support the charter school with access to contractually specified district services and access to available funding?
* How will the SEA assist with the restart?
* What performance expectations will be contractually specified for the charter school, CMO, or EMO?
* Is the LEA (or other authorizer) pre- pared to terminate the contract if performance expectations are not met?

###### **Transformation Model**

* How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
* How will the LEA enable the new leader to make strategic staff replacements?
* What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
* What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

###### **School Closure Model**

* What are the metrics to identify schools to be closed?
* What steps are in place to make certain closure decisions are based on tangible data and are readily transparent to the local community?
* How will the students and their families be supported by the LEA through the re-enrollment process?
* Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
* How will the receiving schools be staffed with quality staff to accommodate the increase in students?
* How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?
* Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
* What supports will be provided to recipient schools if current staff members are reassigned?
* What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
* What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) that must accompany the transformation?
* What are the budgetary implications of retaining surplus staff within the LEA if that is necessary
* How will the LEA track student progress in the recipient schools?
* What is the impact of school closure to the school’s neighborhood, enrollment area, or community
* How does school closure fit within the LEA’s over all reform efforts?

###### **Evidence-Based, Whole-School Reform Model**

The planning year enables the LEA and strategy developer to create a detailed implementation plan and prepare the school community for the change.

* What are the special features and requirements of the evidence-based whole-school reform model?
* What are the conditions of the contractual arrangement between the LEA and the strategy developer?
* Is the strategy developer also the Lead Partner, or does a third party serve in that capacity?
* How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
* How will the LEA enable the new leader to make strategic staff replacements?
* What is the LEA’s own capacity to support the implementation of required, recommended, and diagnos tically determined strategies?
* What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the implementation of this model?
* What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

###### **Early Learning Model**

* The early learning model requires the implementation of full-day kindergarten, creation or expansion of a high-quality preschool program, cross-grade instructional planning time that includes preschool teachers, replacement of the principal, and implementation of specified practices school- wide. For examples of Cohort I SIG schools that used early learning strategies in their turnaround approach, see the Center on School Turnaround/Center on Enhancing Early Learning Outcomes’ publication *Incorporating Early Learning Strategies in the School Improvement Grants (SIG) Program* (Connors-Tadros et al, 2014).
* Is full-day kindergarten already in place, and if not will the LEA be able to sustain the cost of full-day kindergarten beyond the SIG funding?
* Is a preschool program in place or will it be newly created? If it will be newly created, what structure will fit the community needs?
* What is required to bring the pre- school program to the status of a high-quality program?
* How will the cross-grade, joint planning time be organized and scheduled?
* Will the LEA be able to sustain the cost (if any) of the planning time beyond the SIG funding?
* What are the expectations, including work products, of teachers from their joint planning time?
* How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
* How will the LEA enable the new leader to make strategic staff replacements?
* What is the LEA’s own capacity to support the implementation of required, recommended, and diagnos- tically determined strategies?
* What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the implementation of the model?
* What changes in operational practice must accompany the implementation of this model, and how will these changes be brought about and sustained?