

**Table 7: Flex Model Intervention Strategy Option**

<i>Leadership</i>	<i>Support</i>	<i>Infrastructure</i>	<i>Content</i>
<b>Intervention III Strategies: Priority schools select one from each area. Focus schools select two strategies from areas of their choice.</b>			
L-III.1: Removal of building principal and replacement with a leader with experience and/or training in turnaround environments	S-III.1: Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English learners	I-III.1: Implement staff recommitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties	C-III.1: Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring
L-III.2: Restructure building leadership team to dramatically increase time available for instructional leadership	S-III.2: Hire building-level instructional specialists to support educators to serve English learners, students with disabilities, and other students at risk for failure	I-III.2: Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically	C-III.2: Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core
L- III.3: Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	S-III.3: Implement a system of peer support and assistance to support the needs of educators	I-III.3: Review and change student enrollment and placement processes to increase family engagement & improve student outcomes	C-III.3: Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students
<b>Intervention II Strategies: Priority and Focus Schools select two strategies from areas of their choice.</b>			
L-II.1. Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work	S- II.1: Implement a comprehensive drop-out prevention and reentry program	I-II.1: Complete an external audit of the use of school funds to guide staffing decisions and implement findings	C-II.1: Increase advanced coursework opportunities for students
L-II.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action	S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	I-II.2: Reallocate resources to increase support for direct instruction of students at risk for failure	C-II.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers
L-II.3: Contract with a vendor or partner with a track record of success to support the leadership team in school turnaround	S-II.3: Implement culturally competent family and community engagement program focused on instruction and academic performance	I-II.3: Develop and implement support systems for student transition into kindergarten and/or across break grades	C-II.3: Offer virtual education options for both at-risk and advanced students
L-II.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students	S-II.4. Hire full time parent/community engagement specialist to implement family and community engagement that is systemic, sustained, and integrated with school improvement	I-II.4: Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students with disabilities and English learners	C-II.4: Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core
L-II.5: Assign family/community outreach to member of leadership team and hold him/her accountable	S-II.5: Establish flexible or expanded learning opportunities with a focus on students at risk for failure	I-II.5: Implement a culturally competent tiered system of support focused on student psycho-social health	C-II.5: Increase student access to career, technical, or credentialing programs