

## Cambridge Education, LLC. – Operational Flexibility

Schools receiving SIG funds can select from different SIG Intervention Models: Closure; Restart; Turnaround; Transformation; Whole School Reform; and Early Childhood. We have supported districts and schools to implement all of these models. However, we primarily support the effective implementation of the Transformation, Turnaround and Whole School Reform models.

In facilitating Transformation, Turnaround and Whole School Reform models we have supported schools and districts to maximize operational flexibilities including, for example:

- Developing a comprehensive instructional reform model that places an unrelenting focus on evidence of student learning and support for teacher effectiveness
- Working with school leaders to create and implement plans for recruitment, placement and development of staff to ensure staff members have the professional skills and personal attributes to meet the needs of all students
- Supporting the design and implementation of innovative schedules and collaborative structures that increase time for both students and staff
- Providing high quality leadership support and training for school leaders, including consultation regarding management of SIG funds
- Providing high quality job-embedded professional development and coaching for teachers and support staff

The following are typical comments that we have received from schools and districts on the impact of our work in this area:

*“School leaders have established plans, using the new Operational flexibility to recruit and retain high quality staff.”*

*“Leadership at .... school has established and communicated a clear vision for change and success. The school community embraces it and is willing to work hard to ensure achievement. All stakeholders confidently share that leadership at the school has changed radically this year and that the school is now beginning to work with a strong sense of team spirit and purpose, motivating all to try harder, take risks, and challenge each other.”*

*“After a year with the Common Priorities Approach, teachers truly had a good understanding and solid foundation of their work with CCSS....Common Priorities has been the strongest piece in our integrated approach because it too focused on building capacity and taught us to use our common planning time effectively”*

*“With the implementation of the new teacher evaluation system, clearer and higher expectations of staff, and more leadership development opportunities for teachers, the school is attracting higher quality staff and ensuring their efforts are validated. Many staff also share how key and strategic hires are supporting more robust and capable instruction and leadership.”*

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