

Suggested MOU Contents

Possible Signatories:

- Principal
- School-level Leadership Team
- School Board President
- School Board Members
- Superintendent
- If large district, appropriate Assistant Superintendent(s)
- If applicable, teacher association/representatives

Statement:

Start with a statement of how far the school has come and how much more improvement is still necessary. In order to continuously improve and to sustain the improvements made so far, the school requires ongoing and targeted supports from the district and the community.

Specific Requirements:

Based on a needs assessment, determine which conditions and structures should be maintained for a set number of years. Some of the possible condition or structure requests are noted below.

Autonomy

1. Maintain any structural changes (revised master schedules, common planning times, weekly/monthly meetings of various teams, school improvement team)
2. Maintain closer relationship with the division & share institutional memory (does the division understand where the school was and what it's taken to get here?)

Human Resources/Staffing

3. Ability to keep or maintain stability of school leadership staff (for at least 2 additional years)
4. Create succession plan for school leadership (after 2 years)
5. Possibly some type of division level person (internal lead or other) to keep momentum going (i.e. 1/month) and networking.
6. Create succession plan for division leadership and/or phase out process for division-specific positions, [i.e. Internal Lead Partner, or decreased supports (such as networks or 1 day per month division-level supports)]
7. Any required staff members – i.e. additional guidance counselors or data coach (any additional staff requests should be supported by data)

8. School-based hiring for all staff positions
9. No forced placement of staff
10. Allow current and former-SIG/Priority Schools to recruit and interview staff before other schools in the division
11. Require teachers to sign an Election-to-Work Agreement to work at school

Systems/Programs

12. Continued use of Indistar to map progress, organize implementation and create institutional memory
13. Specify which programs may need to continue (i.e. specific literacy or socio-emotional programs/systems)
14. Address any ongoing technology or infrastructure needs

Professional Development

15. Maintain school-level autonomy ability to provide relevant and embedded professional development (which may require waivers from mandatory district-provided PD sessions)
16. Define system used to determine PD needs and to provide PD through current staff or external expertise

Funding

17. Develop budget together to reflect a continuous improvement plan which maintains needed supports and programs, and eliminates extraneous costs
18. As needed, identify funding streams that can be combined to cover needed costs
19. If in a division with more than one current or former SIG/Priority school, or if in a region close to other SIG/Priority schools, consider sharing resources to achieve economies of scale

Stakeholder Engagement

20. Hold parent/community town halls to understand phase-out process
21. Maintain relationships with community organizations & partnerships established during the turnaround process
22. Regularly update the school board and superintendent on the school's progress (at least quarterly)
23. Make progress reports available to the public (at least twice per year)