<table>
<thead>
<tr>
<th>Model</th>
<th>Grade Levels</th>
<th>Principal Goal</th>
<th>Main Features</th>
</tr>
</thead>
</table>
| Accelerated Schools   | K-8          | Provide all students with enriched instruction based on entire school community’s vision of learning | • Gifted-and-talented instruction for all students through "powerful learning"  
• Participatory process for whole-school transformation  
• Three guiding principles (unity of purpose, empowerment plus responsibility, and building on strengths) |
| America’s Choice      | K-12         | Enabling all students to reach internationally benchmarked standards            | • Standards and assessments  
• Aligned instructional system  
• Planning system based on student performance data  
• Focus on literacy in the early grades |
| ATLAS Communities     | PreK-12      | Align the efforts of a school district, K-12 feeder patterns of schools, individual faculties, and parents to promote student success | • preK-12 pathways  
• development of coherent K-12 educational programs for every student  
• authentic curriculum, instruction, and assessment  
• whole-faculty study groups  
• school/pathway planning and management teams |
| Center for Effective  | K-12         | To improve the academic achievement of all students                            | • A continuous improvement process based upon the precepts that:  
• All children can and will learn  
• Increased academic achievement is the mark of effectiveness  
• The unit of change is the individual school within a systemic arena  
• Improvement plans must involve all stakeholders |
| Child Development     | K-6          | To help schools become caring communities of learners that promote students’ intellectual, social, and ethical development | • Literature-based reading and language arts curriculum  
• Cooperative learning  
• Developmental discipline  
• Schoolwide community-building activities  
• Parent involvement activities  
• Restructuring to support teacher collaboration, planning, reflection |
| Community for Learning | K-12         | To achieve social and academic success for students by linking schools with community institutions | • Collaboration with homes, libraries, museums, and other places where students learn  
• Coordinated health and human services delivery  
• Site-specific implementation design |
### Table 1.1 Change Models

<table>
<thead>
<tr>
<th>Model</th>
<th>Grades</th>
<th>Description</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Learning Environments</td>
<td>K-12</td>
<td>Improved achievement in core subjects</td>
<td>Design-based assistance for comprehensive K-12 school reform, Customized on-line/on-site training and personal support, Project-based learning, peer and progress review programs, Leadership processes for whole-school technology integration</td>
</tr>
<tr>
<td>Core Knowledge</td>
<td>K-8</td>
<td>To help students establish a strong foundation of vocabulary and skills to improve literacy</td>
<td>Sequential program of specific topics for each grade in all subjects, Structured program to build vocabulary and skills to improve literacy</td>
</tr>
<tr>
<td>Different Ways of Knowing</td>
<td>PreK-8</td>
<td>Raise students’ academic achievement and improve their attitudes toward school</td>
<td>Standards-based interdisciplinary arts-infused curriculum, Development of multiple intelligences, Promotion of collaborative learning and higher-order thinking, Increase in independent research and engaged learning time</td>
</tr>
<tr>
<td>Direct Instruction Model</td>
<td>K-8</td>
<td>Significantly improve academic performance over current performance levels</td>
<td>Field-tested reading, language arts, and math curricula, Scripted instructional strategies, Extensive training, Schoolwide analysis of student performance data</td>
</tr>
<tr>
<td>Expeditionary Learning Outward Bound</td>
<td>K-12</td>
<td>High achievement for all students</td>
<td>Challenging learning expeditions that involve authentic projects and fieldwork, High expectations for all students, Standards-based instruction and assessment, Intensive professional development, Regular review of student achievement and level of implementation</td>
</tr>
<tr>
<td>High Schools That Work</td>
<td>9-12</td>
<td>To increase the achievement of all students with special emphasis on career-bound students by blending the content of traditional college prep studies with quality vocational and technical studies</td>
<td>Upgraded academic core, Common planning time for teachers to integrate instruction, Higher standards and expectations</td>
</tr>
<tr>
<td>High/Scope Primary Grades Approach to Education</td>
<td>K-3</td>
<td>To provide children with effective, developmentally sound learning experiences in all</td>
<td>Active learning, Use of hands-on materials, Focus on student interests, Classroom organized into learning</td>
</tr>
<tr>
<td>Change Models</td>
<td>Grade Levels</td>
<td>Description</td>
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<tr>
<td>Integrated Thematic Instruction</td>
<td>K-12</td>
<td>Apply current brain research to teaching strategies and curriculum to develop responsible citizens</td>
<td></td>
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<tr>
<td>MicroSociety</td>
<td>K-8</td>
<td>Preparing students to become active, caring, responsible citizens by multiplying opportunities for success</td>
<td></td>
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<tr>
<td>Modern Red Schoolhouse</td>
<td>K-12</td>
<td>High achievement for all students through development of a coherent instructional program aligned with state standards and implementation of school governance practices that support school improvement</td>
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<tr>
<td>Onward to Excellence</td>
<td>K-12</td>
<td>Help schools build capacity through shared leadership for continuous improvement</td>
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<tr>
<td>QuEST</td>
<td>K-12</td>
<td>To increase student achievement through quality process improvements</td>
<td></td>
</tr>
<tr>
<td>School Development Program</td>
<td>K-12</td>
<td>Mobilize entire community of adult caretakers to support students’ holistic development to bring about academic success</td>
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</tr>
</tbody>
</table>

- Observational and portfolio assessment
- Based on current brain research
- Yearlong theme to integrate curriculum
- Enriched school and classroom environment
- Lifelong guidelines and LIFESKILLS
- Learning tied to locations and issues in the community
- Allows children to create a miniature society in the school
- Adapts instruction to real-world experience
- Incorporates democratic ideals and entrepreneurship in a culturally sensitive community
- Helps children develop positive attitudes toward learning, school, themselves, and their community
- Differentiated instruction
- Data-based schoolwide planning process
- Alignment with state standards and assessments
- Participatory governance structure (leadership team and task forces)
- Integration of instructional technology
- Parent and community partnerships
- School leadership teams
- Two-year improvement process
- School profiles (data on student achievement)
- Effective practices research
- Curriculum mapping
- Total quality principles applied to schools and districts
- Standards-based processes
- Educational auditing
- Curriculum alignment
- Curriculum and instructional mapping
- Systemic assessment model
- Three teams (school planning and management team, student and staff support team, parent team)
- Three operations (comprehensive school plan, staff development plan, assessment and modification)
<table>
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<th>Model</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Success for All/Roots &amp; Wings</td>
<td>PreK-6</td>
<td>To ensure that all children learn to read, acquire basic skills in other subjects areas, and build problem solving and critical thinking skills</td>
</tr>
<tr>
<td>Talent Development High School with Career Academies</td>
<td>9-12</td>
<td>Improve achievement and other outcomes for at-risk students in large high schools</td>
</tr>
<tr>
<td>Talent Development Middle School</td>
<td>4-9</td>
<td>To create high-performing schools by providing all teachers with training, support, and materials and all students with standards-based learning opportunities and supportive learning environments</td>
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<tr>
<td>The Learning Network</td>
<td>K-8</td>
<td>To support schoolwide changes in teachers’ theory and practice that lead to improved learning outcomes for children</td>
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<tr>
<td>Turning Points</td>
<td>6-8</td>
<td>Improving teaching, learning, and achievement for all students in middle schools, including those with special needs</td>
</tr>
<tr>
<td>Urban Learning Centers</td>
<td>PreK-12</td>
<td>To build learning environments where high-quality instruction is</td>
</tr>
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</table>

- Three guiding principles (no-fault, consensus, collaboration)
- Understanding and application of principles of child and adolescent development
- Establishment of healthy relationships among all stakeholders
- Research-based curricula in four subjects
- Integrated science and social studies program
- Cooperative learning
- One-to-one tutoring
- Family support team
- 9th-grade success academy
- Career academies for grades 10-12
- Core curriculum in a four-period day
- Transition courses in math and reading, freshman seminar
- Alternative after-hours program
- Focused and sustained professional development
- Standards-based instructional programs in each subject
- Frequent extra help
- Restructuring of school organization and staffing
- Builds into each school a mechanism for continuous professional development
- Uses classroom observation, action plans, and instructional dialogue as the vehicle for change
- Focuses on literacy as a key curricular area
- Emphasizes the Literacy Learning model: assessment, evaluation, planning, and teaching
- Building leadership capacity and a professional collaborative culture
- Using data-based inquiry and decision making
- Creating a school culture to support high achievement and personal development
- Networking with other schools
- Developing district capacity to support school change
- Thematic, interdisciplinary curriculum
- Transitions from school to work
<table>
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<tr>
<th>Ventures Initiative and Focus System</th>
<th>K-12</th>
<th>To raise students’ academic performance</th>
<th>and postsecondary education</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Integrated health and human services on school site</td>
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<td>• Collaborative governance model</td>
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<td>• Development of students’ communication and thinking skills</td>
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<td>• Student-centered instruction</td>
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<td>• Interdisciplinary project learning</td>
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<td></td>
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<td></td>
<td>• A balanced approach to early literacy</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Literacy instruction for older students based on application of thinking skills</td>
</tr>
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