CSDE Alliance Districts

January 16, 2014 Convening

Convening Agenda

8:00 am – 8:30 am	Registration and Continental Breakfast
8:30 am – 9:30 am	Welcome and Opening
9:35 am – 11:00 am	Breakout Sessions I
11:05 am – 12:30 pm	Breakout Sessions II
12:30 pm – 1:30 pm	Working Lunch
1:30 pm – 2:30 pm	School Grants Session *(optional)*

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Objectives for the Convening

1. Present the Year 3 consolidated district grant application and several exciting school-level grant opportunities

2. Celebrate Alliance District Year 2 accomplishments and share best practices across Alliance Districts

3. Provide actionable tools, resources, and strategies to support Alliance District reform efforts

4. Gather feedback from school and district leaders regarding how the CSDE can best support Alliance Districts

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Alliance District Year 2 Progress

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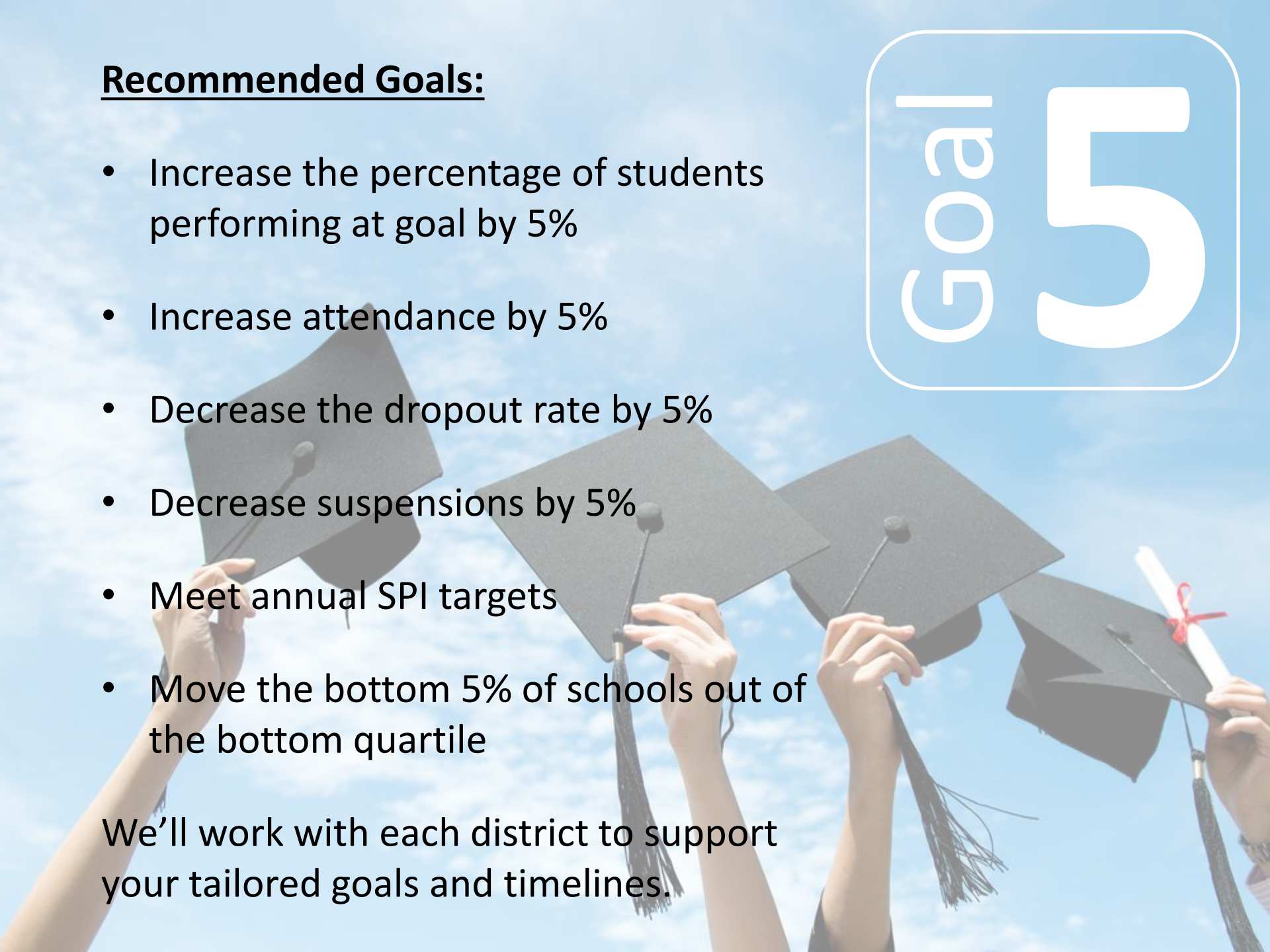
Recommended Goals:

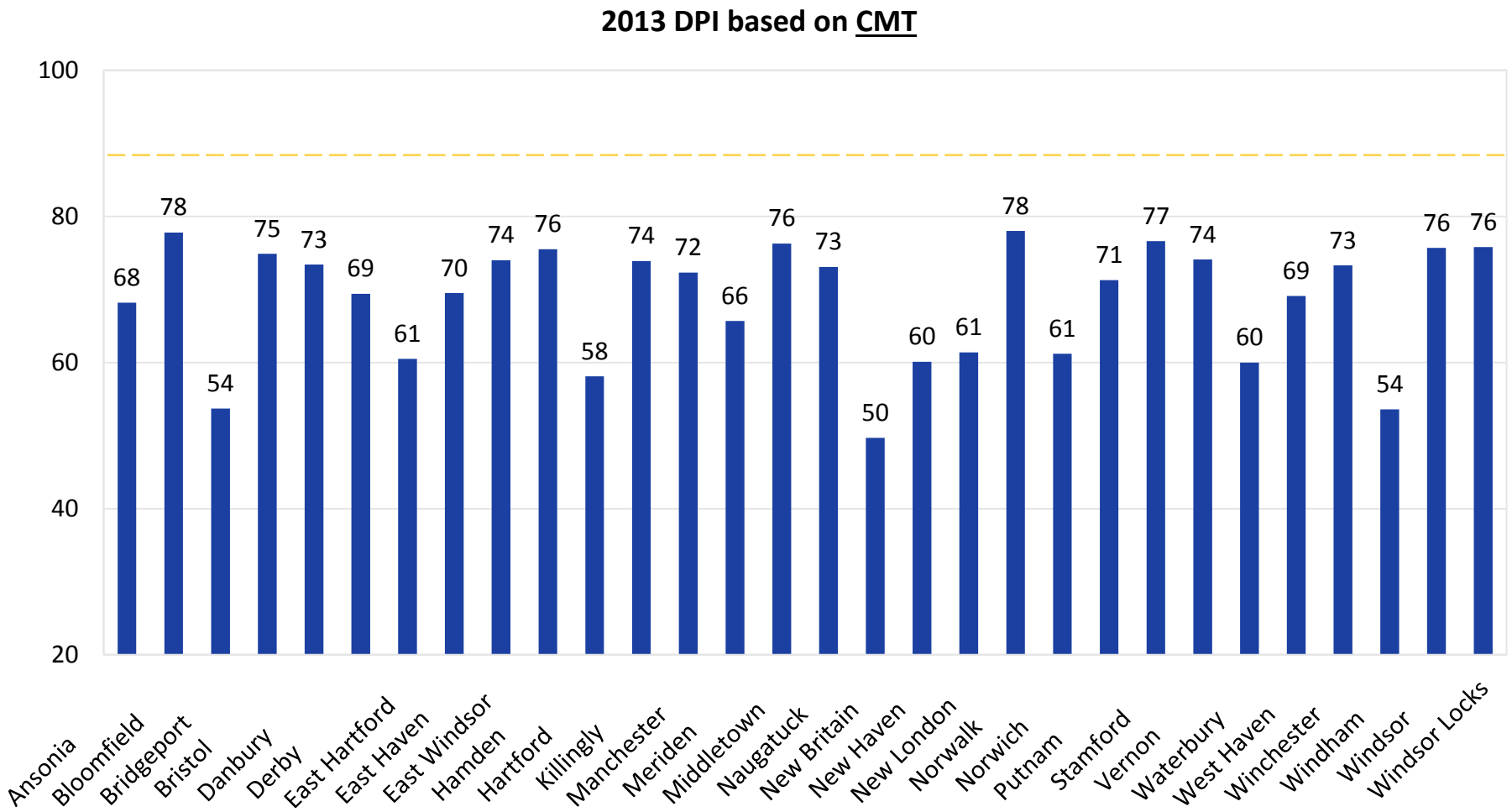
- Increase the percentage of students performing at goal by 5%
- Increase attendance by 5%
- Decrease the dropout rate by 5%
- Decrease suspensions by 5%
- Meet annual SPI targets
- Move the bottom 5% of schools out of the bottom quartile

We'll work with each district to support your tailored goals and timelines.

Goal 5



Alliance District 2013 DPIs - CMT



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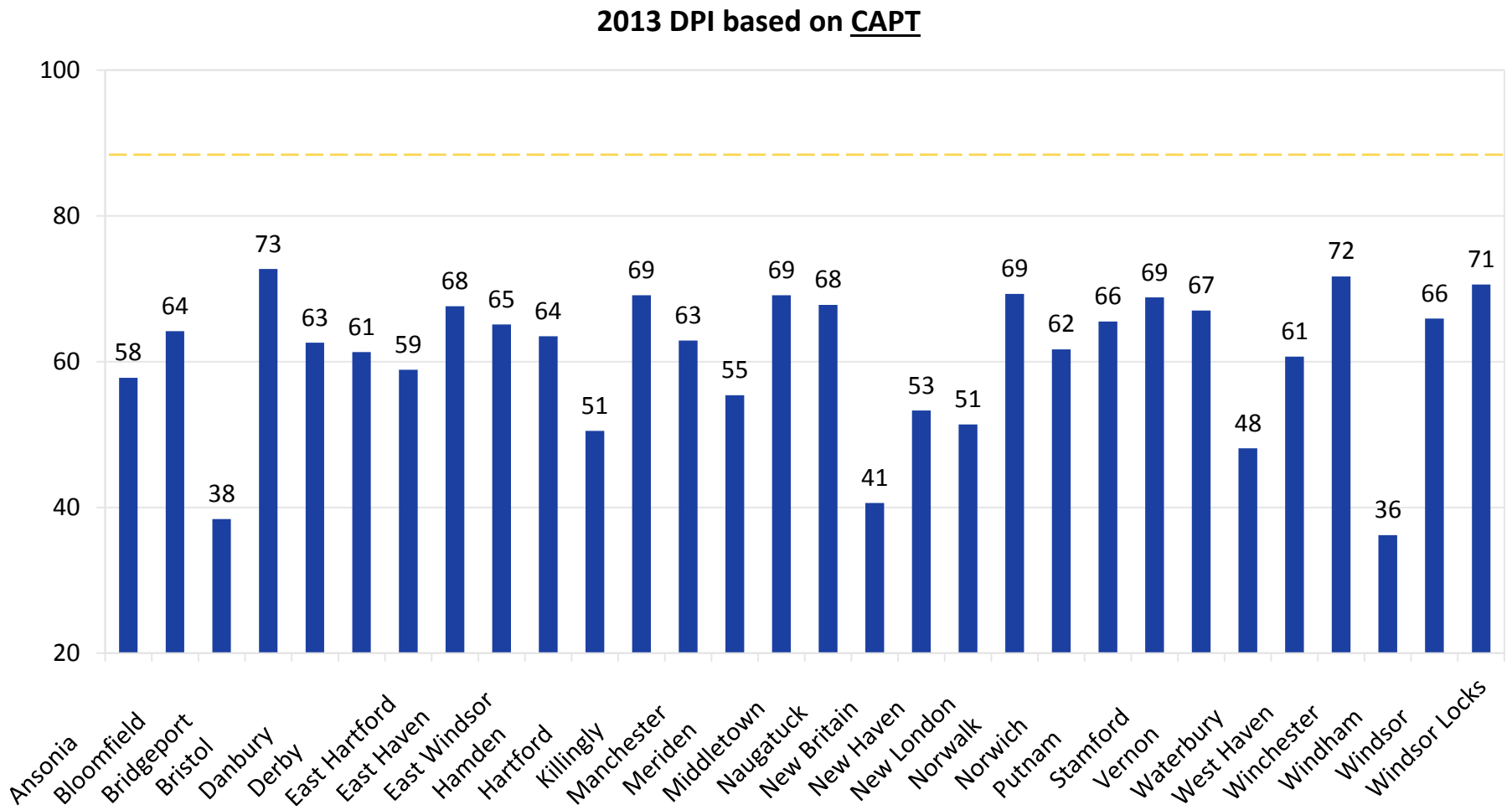
Alliance District 2013 DPIs - CAPT



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School Performance Index (SPI) Targets

- 28% (105/375) of Alliance District schools met their SPI targets.
- 76% (23/30) of the Alliance Districts had at least one school meet its SPI target.
- The following districts had a high percentage of schools meet their SPI targets:

New London - 75%

Putnam - 66%

Stamford - 50%

Windham - 50%

Norwalk - 47%

Bloomfield - 44%

East Hartford - 43%

Meriden - 42%

New Britain 40%

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District Performance Target (DPI) Targets

- 30% (9/30) of the Alliance Districts met their DPI target in either CMT or CAPT.
- 13% (4/30) of the Alliance Districts met their DPI target in both CMT and CAPT.

DPI Target Met for CMT

- Bloomfield
- New Britain
- New London
- Norwalk
- Putnam
- Stamford

DPI Target Met for CAPT

- Bloomfield
- Danbury
- East Hartford
- Middletown
- New London
- Norwalk
- Putnam

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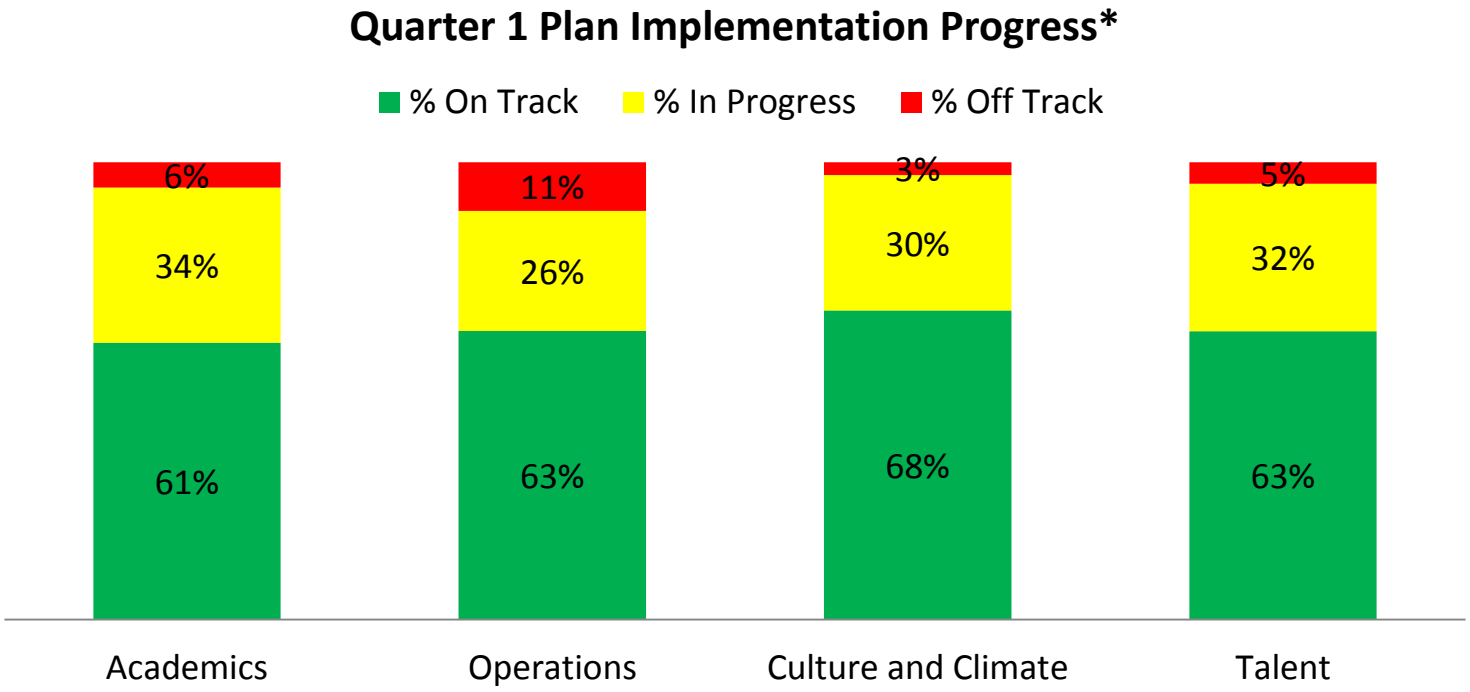
Quarter 1 Plan Implementation



Metric	Range	
	Min	Max
Average Daily Attendance (22/30 reported):	93%	98%
Chronic Absenteeism (21/30 reported):	5%	26%
% of AD Funds Remaining for Year (29/30 reported):	32%	100%

**Based on districts' completed Q1 implementation trackers; 5 districts without color-coding were omitted.*

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Spotlight on Meriden

- Fourth largest DPI CAPT increase across Alliance Districts between 2012 and 2013
- Two schools exited Review status

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Meriden – Core Strategies and Results

	Fundamental Programs in K-3	Additional Learning Time	Talent Strategy	Pre-K/Kindergarten Transition
Strategies	• Reallocation of staff • Learning walks • Transition to CCSS • K-3 Literacy Grant	• Full-day kindergarten • Saturday enrichment program • Expanded learning time school • 21st Century Learning Grant	• Peer coaching • New teacher induction • Leadership academy • Meriden teachers sharing success	• 3-year action plan • Development of Transition Committee • Cross-site visitations • Shared professional development
Results		• 39% increase in the average DRA book level after transitioning to full-day kindergarten • Pulaski outpaced the district and State on the CMT in math and reading in Grades 3 - 4	• 10% increase in teachers' perceptions of a "positive school climate" • 9% increase in teachers' perceptions that "staff is supported by administration"	

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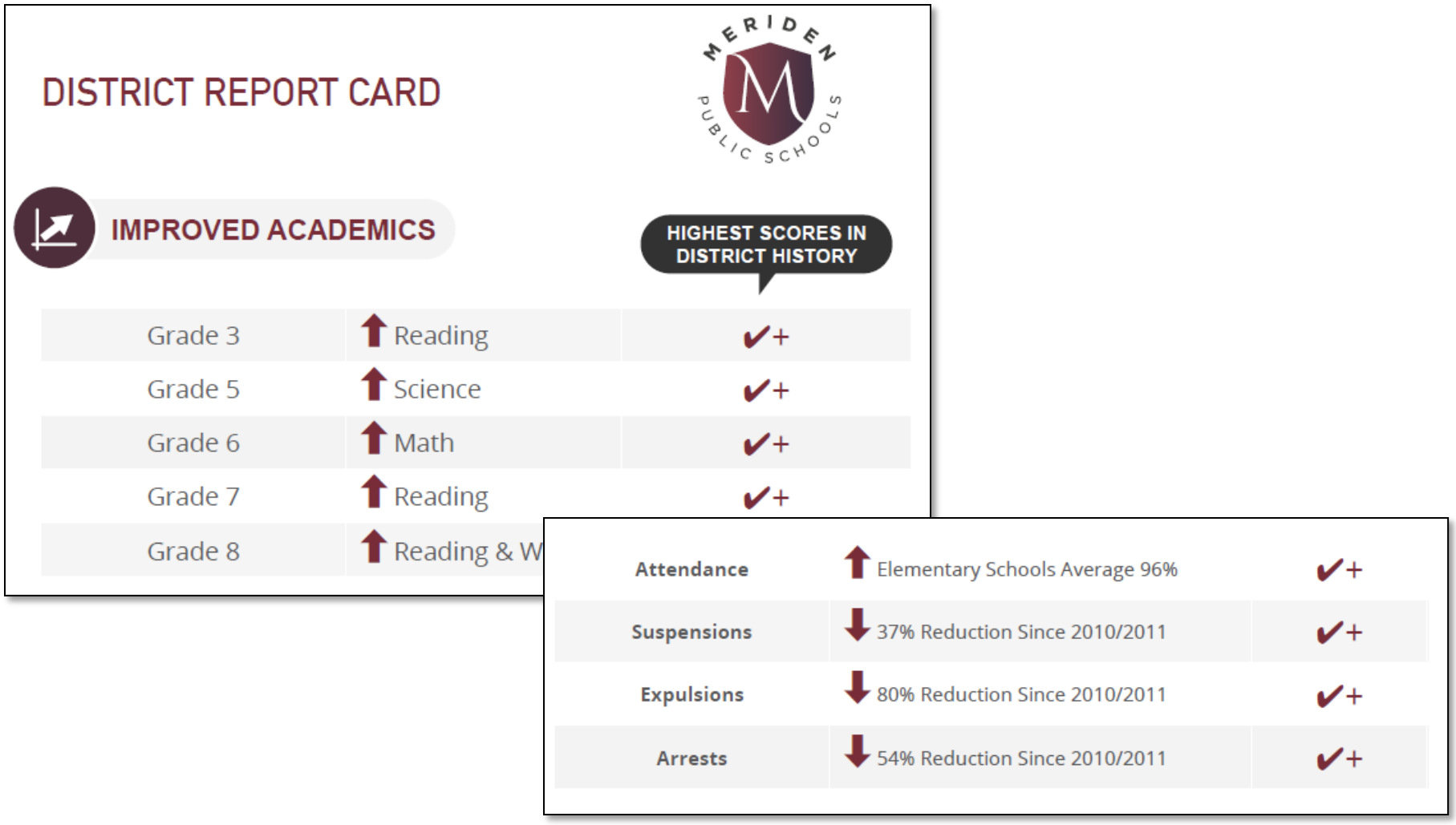
Meriden – District Report Card



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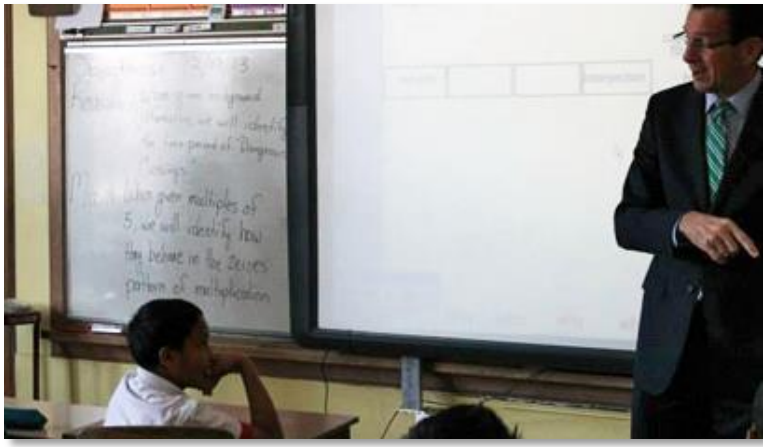
Spotlight on New Britain

- Largest DPI CMT increase across Alliance Districts between 2012 and 2013
- 10 of the districts 14 Turnaround, Review, and Focus schools saw improved SPIs between 2012 and 2013



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Spotlight on Derby

- Third largest DPI CAPT increase across Alliance Districts between 2012 and 2013
- One school exited Focus status

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Derby – Problem of Practice

- Creating an environment of respect and a culture of high expectations through our work as a Year 1 PBIS School.
- We held weekly Community Meetings where students were recognized and classrooms shared their learning through a presentation of authentic student work. This built a high-level of student pride in their work.
- There was an issue with the lack of student motivation and confidence. We created a lunch bunch group that met regularly with our Parent Liaison who worked specifically on developing these skills. We created student leadership roles in the school.

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Derby – Responding to a Problem of Practice

- Daily common planning time, held grade-level meetings weekly, and conducted data teams monthly.
- We monitored student attendance and behavior data regularly. We found alternatives to suspension and held frank conversations with parents who were not sending children to school regularly.
- We purchased 1,200 new books for our library with a strong emphasis on culturally diverse texts. We planned cultural events at the school including dance performances, puppet shows, and concerts to connect with our student's backgrounds.
- We talked openly at faculty meetings about addressing the learning needs of our students with an emphasis on the needs of high poverty students and families.
- Implemented Freshmen Academy and interventions that are put in place early for any struggling students.
- Benchmarks -authentic CAPT-like assessments for all freshmen and sophomores that yield data to drive instruction as it relates to CAPT skills and content.
- Modified our schedule to accommodate real length CAPT assessments.

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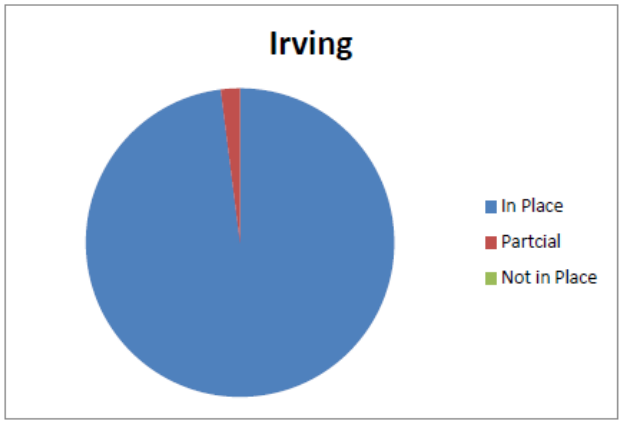
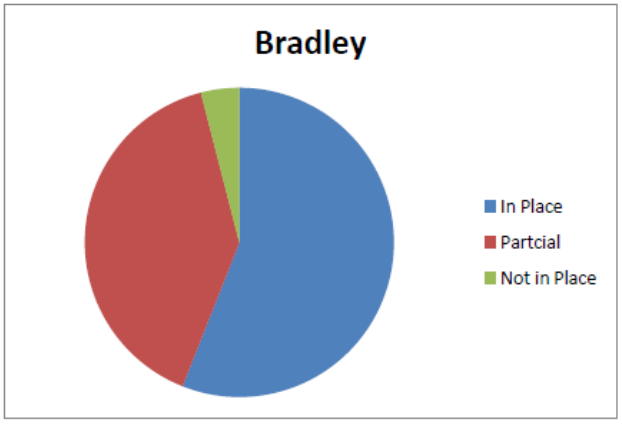
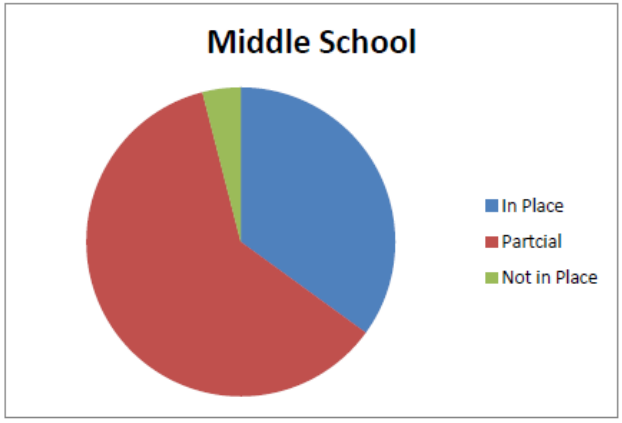
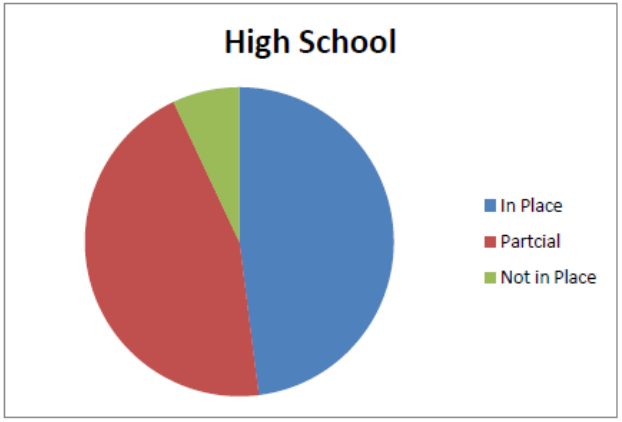
Derby – Surveys









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School Turnaround Opportunities

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2014 School Classifications

EXCELLING:
(138 schools)

PROGRESSING:
(286 schools)

TRANSITIONING:
(418 schools)

REVIEW:
(114 schools)

FOCUS:
(42 schools)

TURNAROUND:
(28 schools)

Our Priority

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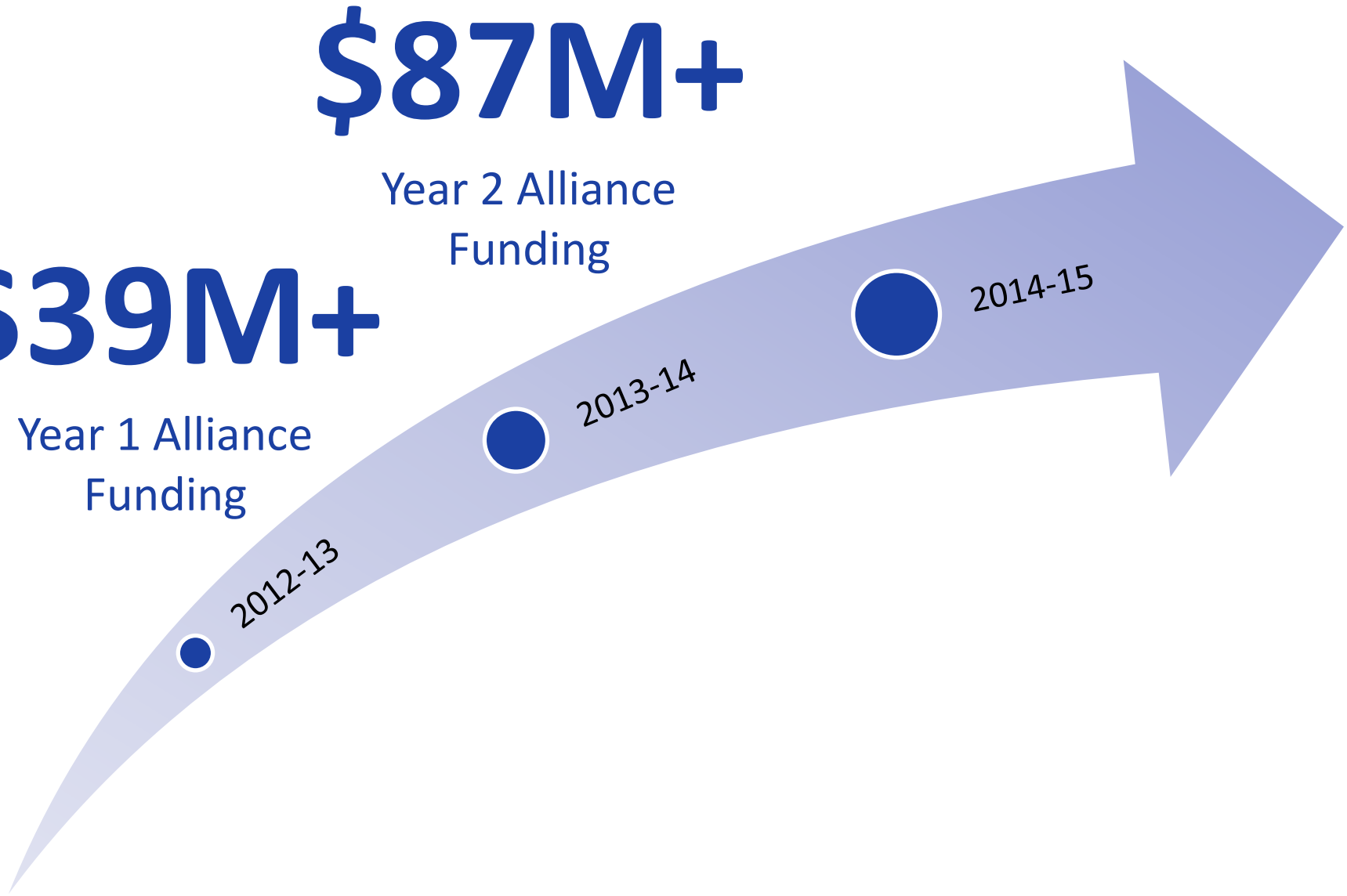
91%

Concentrated in Alliance Districts

27	37	103
Turnaround	Focus	Review

What are the implications for our work?


$87M+
Year 2 Alliance Funding
$39M+
Year 1 Alliance Funding
2012-13
2013-14
2014-15

Opportunities for School-level Investments

	Turnaround (28 schools)	Focus (42 schools)	Review (114 schools)
School Improvement Grant	✓ *	✓	
Commissioner's Network	✓	✓	✓
1003(a) Competition	✓	✓	
High School Redesign	✓	✓	✓
Alliance District Funding	✓	✓	✓
Priority School District Funding	✓	✓	✓
Title I Funding	✓	✓	✓

**Cohort I and II SIG schools are not eligible.*

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Turnaround Applications

- **Competitive Process** – CSDE will fund bold and transformative plans that are likely to succeed in raising student achievement.
- **Conditions for Success** – Districts must secure site-based flexibility and conditions conducive to empowering teachers and leaders and responsive to student needs, in exchange for heightened accountability.
- **Increased Capacity** – CSDE will support innovative and research-based strategies, and targeted investments in additional capacity and strategic partnerships.
- **Comprehensive Plans** – CSDE will give strong preference to robust plans showing careful alignment and district investments to address school needs in the areas of talent, academics, culture and climate, and operations.

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School Improvement Grant (SIG)

Purpose/Overview:	
SIG is a federal grant program providing states, districts, and schools with additional funding to dramatically increase student achievement over a three-year period. Schools must pursue one of four federal reform models – turnaround, restart, transformation, or closure.	
Eligibility:	**Deadline:**
Turnaround and Focus schools having not previously participated in SIG	Anticipated March 2014
Application Requirements:	**Funding:**
• School reform plan and LEA application • Budget proposal • MOU/EWA securing turnaround conditions	SIG grant awarded annually for up to 3 years; low-performing schools bond funding determined annually

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Commissioner's Network

Purpose/Overview:	
The Network offers new resources and authorities to empower educators to implement strategies in schools selected by the Commissioner. Schools remain part of their local districts, but the districts and CSDE secure school-level flexibility in exchange for heightened accountability.	
Eligibility:	**Deadline:**
Turnaround, Focus, and Review schools	CSDE began accepting expressions of interest in November 2013
Application Requirements:	**Funding:**
• Turnaround Plan • Budget proposal • MOU/EWA securing turnaround conditions	Network grant and low-performing schools bond funding determined annually

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1003(a) Competition

Purpose/Overview:	
Federal 1003(a) school improvement funding will be awarded on a competitive basis to schools pursuing comprehensive and transformative plans. 1003(a) funds will be used to support investments in the areas of talent, academics, culture and climate, and/or operations.	

Eligibility:	Deadline:
Turnaround and Focus schools (preference will be given to non-SIG eligible and non-Network schools)	April 11, 2014
Application Requirements:	**Funding:**
• 1003(a) application, including a school improvement plan and budget proposal	Up to $250,000 per school per year for up to 2 years, contingent upon results

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High School Redesign

Purpose/Overview:	
The CSDE will support comprehensive high schools in converting to smaller learning communities (SLCs) or autonomous academies through a competition for low-performing schools bond funding. This grant will support capital improvements; districts must commit public/private funds to support programmatic costs.	

Eligibility:	Deadline:
Turnaround, Focus, and Review comprehensive high schools (750+ students)	April 11, 2014
Application Requirements:	**Funding:**
• High School redesign application, including a school improvement plan, budget proposal, and commitment to implement SLCs or autonomous academies.	Up to $500,000 per school in bond funding to support capital investments and infrastructure improvements

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Recommended Next Steps for Districts

- Identify your district's Turnaround, Review, and Focus schools
- Determine which grant/approach may be most prudent for each school, considering factors such as leadership capacity, potential partnerships, academic program, etc.
- If your district has multiple schools eligible for grants, consider conducting a local competition to incentivize school teams to develop robust school improvement plans
- Allocate Alliance and Priority School District funding for the district's Turnaround, Review, and Focus schools

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LEAD Connecticut Update

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Lead Connecticut Partners

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Mission

- **LEAD Connecticut aims to recruit, select, prepare, develop, and retain educational leaders to strengthen student learning across all CT districts, schools, and classrooms**

- **Priority focus on the schools and districts in most need of improvement**

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Superintendent Communities of Practice and Executive Coaching

- LEAD Connecticut Superintendent Competency Framework
- Superintendent and HR Director Human Capital Community of Practice
- Early Career Superintendent Community of Practice
- Superintendent Executive Coaching Program

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Developing Principal Leadership for Turnaround Schools

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Vision for Effective Leadership

Vision of Effective Leadership

LEAD CT Turnaround School Leader Competency Framework

1. Academics – Learning and Teaching
2. Human Capital
3. Operations and Strategic Planning
4. School Culture

+

Personal Leadership: Belief. Manages Change and Resistance. Relationship Building. Equitable Practice. Resiliency.

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Candidate Identification

Candidate Identification

Sourcing for Alliance Districts

- Recruiting and selecting promising educators holding 092 licenses and promoting them for turnaround vacancies

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Preparation

Preparation

UCAPP Residency

- 092 Certification
- Rigorous entry bar at UConn
- Year-long residency
- Deep partnership with districts

Turnaround Talent Identification Program

- Year-long community of practice
- Opportunities to observe successful practices
- Matching to Alliance District vacancies

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Induction

Induction

Turnaround Leader Intensive Planning Program

- Release from current role
- Support to diagnose and plan
- Opportunities to observe successful practices

Two-Week Summer Institute

- Entry Planning
- DDI, Culture, Teacher Observation

First Year Principal Community of Practice

- Monthly seminars on key competencies/practices
- Individual coaching

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Turnaround Leader Intensive Planning Program

Key Ideas:

- Set the Stage for Successful Leadership
- Recognize Context as Critical Lever for Improvement
- Establish Partnerships with Family and Community Stakeholders
- Develop Entry Plan

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Key Content of the Residency

School diagnostic assessing the school's current state to inform entry plan

Staffing strategy & need assessment

Implementation planning

Stakeholder relationship development

Understanding the district context

Creating a vision for success

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Consolidated Year 3 District Plan

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Our Objectives with the Year 3 Planning Process

- Generate strong, actionable **plans and strategic budgets** to dramatically improve student achievement and allow for ongoing progress monitoring
- **Consolidate** the Priority School District and Alliance District grant applications and push for alignment across plans
- **Streamline** the planning process and minimize red tape
- Clearly communicate **Year 3 focus areas** for all Alliance Districts
- Release the district application **earlier in the academic year** to better support local budgeting and hiring processes
- Better align **school and district planning** processes and templates

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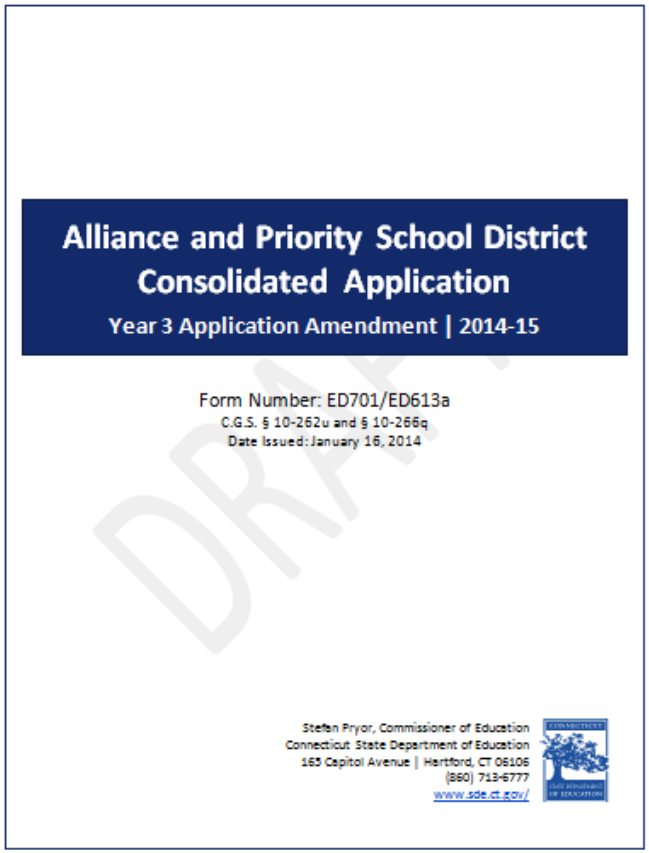
Year 3 Consolidated District Application



Application Overview

- Cover Page
- Section 1: Needs Analysis
- Section 2: Talent Section
- Section 3: Academic Section
- Section 4: Culture and Climate Section
- Section 5: Operations Section
- Section 6: School Turnaround Strategy
- Section 7: Budget
- Section 8: Stakeholder Engagement
- Appendix A: District Self-Diagnostic Tool

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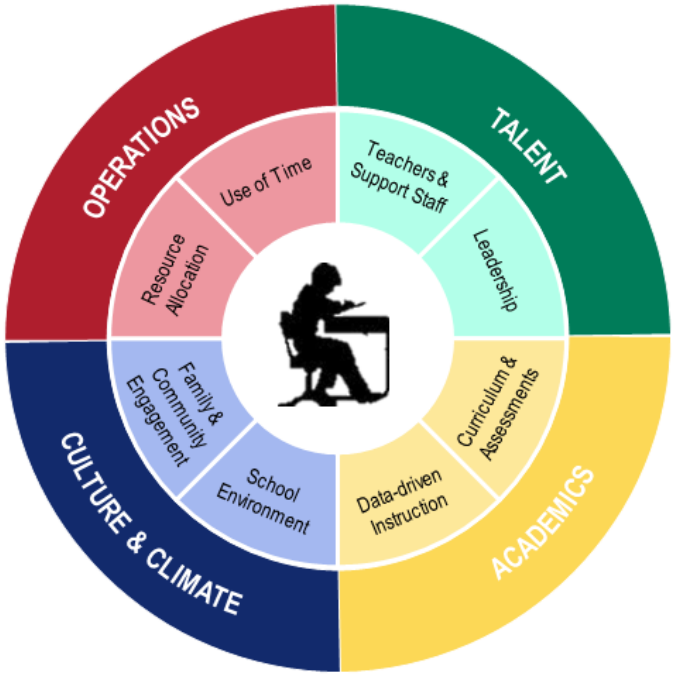
Framework for School and District Planning

Talent: Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

Academics: Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.

Culture and Climate: Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

Operations: Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



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Next Steps and Key Deadlines

January 2014						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2014						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2014						
Su	M	T	W	Th	F	Sa
1/2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2014						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	**11**	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January 16th: AD convening and release of Year 3 consolidated district application

February 7th: Deadline for AD Year 2/Quarter 2 progress reports

February/March: Quarter 2 check-ins and Year 3 planning conversations

March 4th: AD webinar (topic to be announced)

April 11th: Deadline for Year 3 consolidated district applications, and 1003(a) and HS redesign school applications

April 30th: AD webinar – Assessments

- Monthly news bulletins
- Quarterly monitoring
- Topical webinars
- In-person convenings

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Breakout Sessions

Breakout Sessions I

Educator Evaluation and Support
Room 305

Accountability in Connecticut
Room 319

Maximizing Instructional Time
Room 316

Early Literacy Initiative
Room 313

District Strategic Planning
Room 311

Breakout Sessions II

Early Literacy Initiative – Part II
Room 313

School Budget Hold'em
Room 305

Building Strong Instructional Teams
Room 319

District Focus on Attendance
Room 322

High School Redesign
Room 311

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YEAR 3 PLANNING/WORKING LUNCH

Megan Alubicki Flick
Education Consultant, CSDE Turnaround Office

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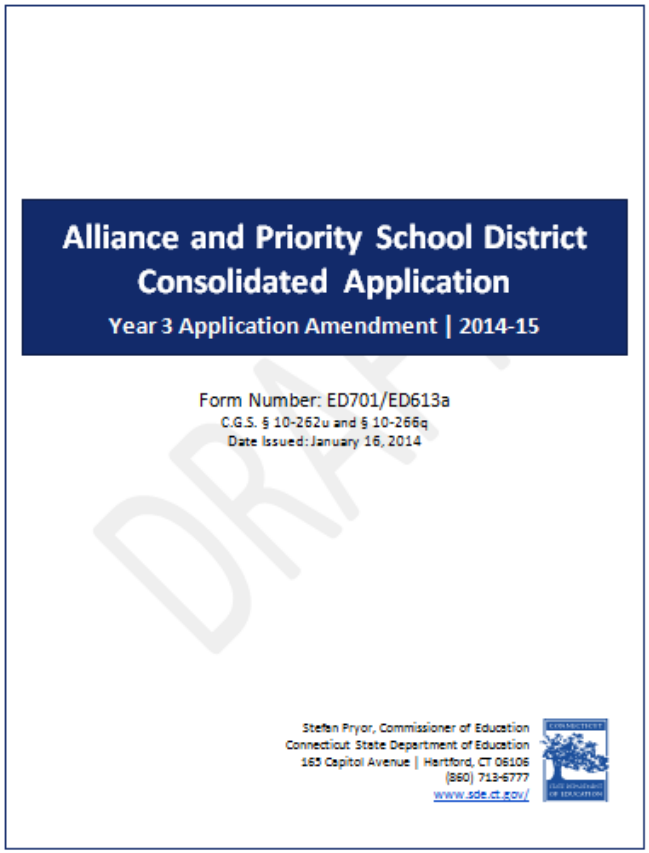
Year 3 Consolidated District Application



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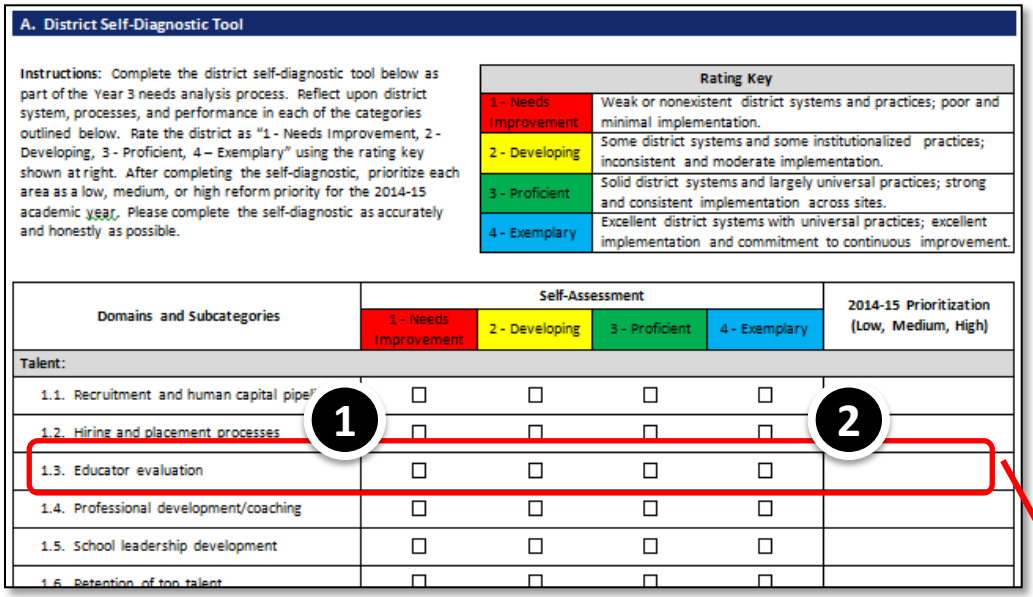
Section 1: Needs Analysis

p. 9 + 21



A. District Self-Diagnostic Tool

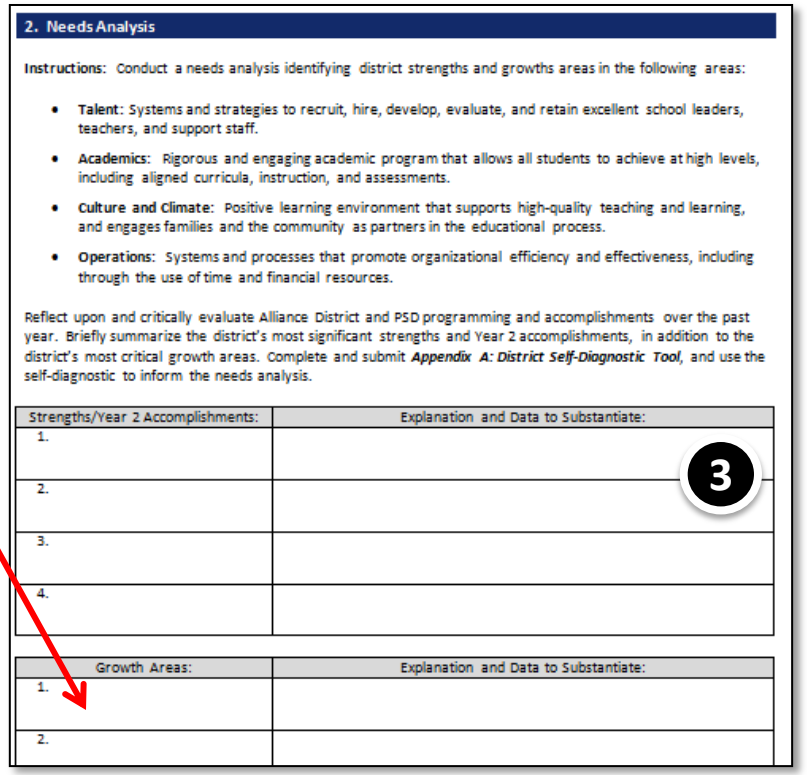
Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as "1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary" using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipeline	☐	☐	☐	☐	
1.2. Hiring and placement processes	☐	☐	☐	☐	
1.3. Educator evaluation	☐	☐	☐	☐	
1.4. Professional development/coaching	☐	☐	☐	☐	
1.5. School leadership development	☐	☐	☐	☐	
1.6. Retention of top talent	☐	☐	☐	☐	

1

2



2. Needs Analysis

Instructions: Conduct a needs analysis identifying district strengths and growths areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district's most significant strengths and Year 2 accomplishments, in addition to the district's most critical growth areas. Complete and submit ***Appendix A: District Self-Diagnostic Tool***, and use the self-diagnostic to inform the needs analysis.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1.	
2.	
3.	
4.	

Growth Areas:	Explanation and Data to Substantiate:
1.	
2.	

3

1. Using the diagnostic tool (p. 21), evaluate district systems and performance
2. Prioritize improvements in each area
3. In Section #2 of the application (p. 9), summarize district strengths and growth areas, and provide data to substantiate the analysis

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Sections 2-5: Framework for School and District Planning

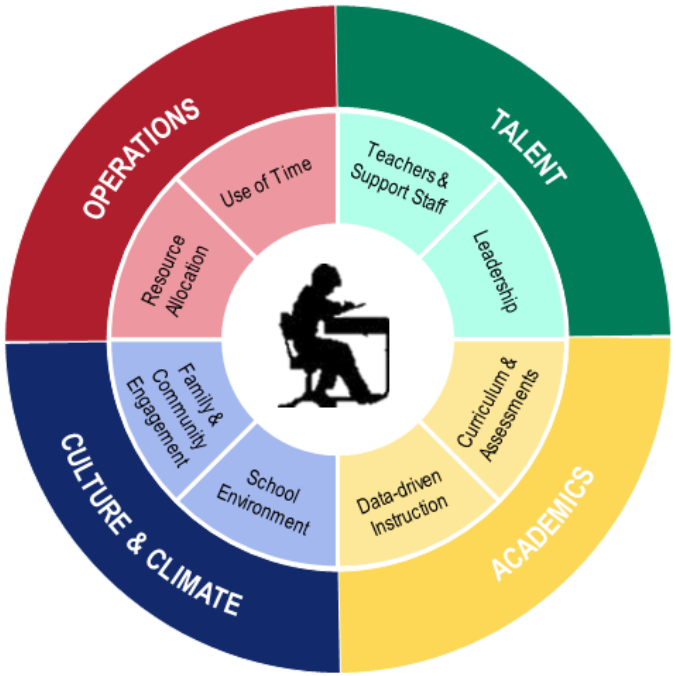
Sections 2-5 ask districts to identify comprehensive strategies in the areas outlined below, aligning and combining Alliance and Priority School District strategies.

Talent: Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

Academics: Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, , including aligned curricula, instruction, and assessments.

Culture and Climate: Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

Operations: Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



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Sections 2-5: Year 3 Application Options

	Talent	Academics	Climate	Operations
Alliance Districts	☑ Educator evaluation and support	☑ Transition to the CCSS and next-generation assessments		
Priority School Districts		❑ Dropout prevention ❑ Alternative and transitional educational programs ❑ Kindergarten program ☑ Early literacy interventions (20% requirement) ❑ Instructional technology	❑ Dropout prevention ❑ Alternative and transitional programs ❑ Instructional technology ❑ Parent engagement	❑ Extended learning time ❑ Use of technology ❑ NEASC accreditation
Optional Alliance	❑ Recruitment human capital pipelines ❑ Professional development ❑ Leadership development ❑ Other: _____	❑ Data-driven instruction ❑ Supports for special populations ❑ SRBI and academic interventions ❑ Other: _____	❑ Behavior management ❑ Wraparound ❑ Attendance ❑ Graduation and dropout prevention ❑ Other: _____	❑ Budgeting and financial management ❑ Scheduling ❑ Technology integration ❑ Enrollment/ Registration ❑ Other: _____

Alliance Districts Year 3 priorities

Priority Schools Districts must spend PSD funds on the pre-approved reforms shown at left

Alliance Districts may choose to pursue optional, additional reforms (recommendations shown here)

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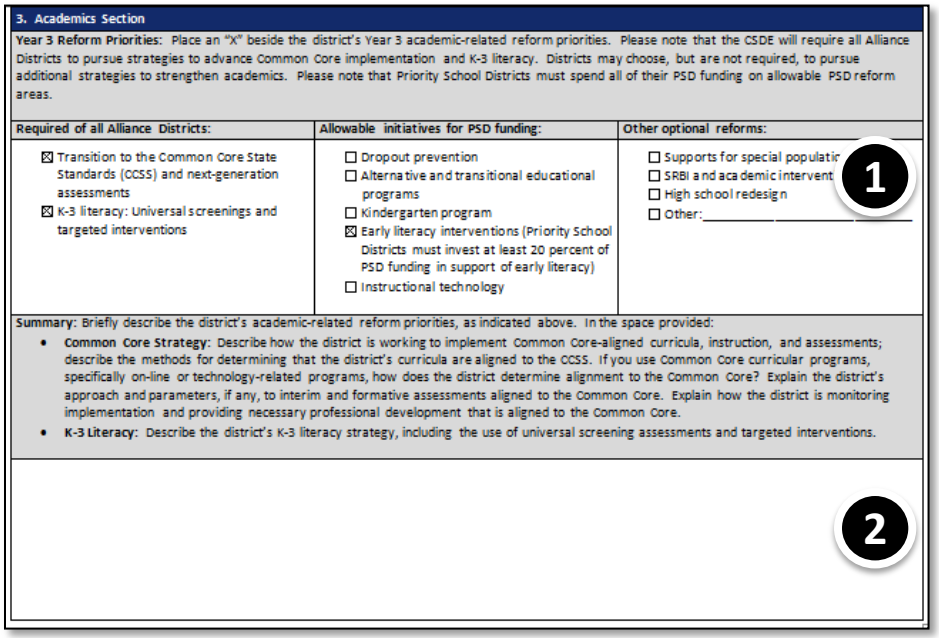
Sections 2-5: Talent, Academic, Climate, and Operations Sections

p. 10-17



3. Academics Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 academic-related reform priorities. Please note that the CSDE will require all Alliance Districts to pursue strategies to advance Common Core implementation and K-3 literacy. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that Priority School Districts must spend all of their PSD funding on allowable PSD reform areas.

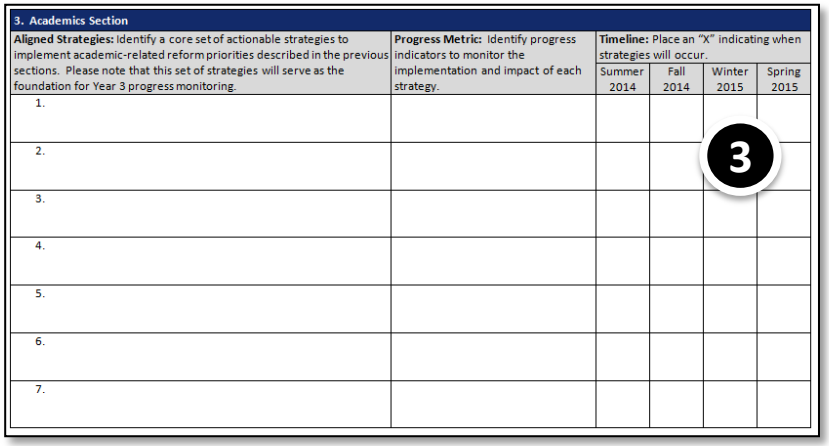
Required of all Alliance Districts:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ Transition to the Common Core State Standards (CCSS) and next-generation assessments ☒ K-3 literacy: Universal screenings and targeted interventions	☐ Dropout prevention ☐ Alternative and transitional educational programs ☐ Kindergarten program ☒ Early literacy interventions (Priority School Districts must invest at least 20 percent of PSD funding in support of early literacy) ☐ Instructional technology	☐ Supports for special populatic ☐ SRBI and academic intervent ☐ High school redesign ☐ Other:_____

Summary: Briefly describe the district's academic-related reform priorities, as indicated above. In the space provided:

- **Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district's curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the Common Core? Explain the district's approach and parameters, if any, to interim and formative assessments aligned to the Common Core. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the Common Core.
- **K-3 Literacy:** Describe the district's K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

1

2



3. Academics Section

Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	**Progress Metric:** Identify progress indicators to monitor the implementation and impact of each strategy.	**Timeline:** Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1.					
2.					
3.					
4.					
5.					
6.					
7.					

3

1. Select and place an "***X***" beside the district's Year 3 priorities in the areas of talent, academics, climate, and operations; Year 3 Alliance District priorities are designated with an "***X***"
2. Summarize the district's comprehensive approach for reforms in the areas of talent, academics, climate, and operations
3. Identify a core set of actionable strategies for each reform area, define a progress metric for each strategy, and identify when the districts plans to implement each strategy *(**Note:** Foundation for future progress monitoring)*

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Sections 6: School Turnaround Strategy

School:	Classification:	Funding Source/Competitive Grants Sought:
School A	Turnaround	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☐ Alliance District Funding ☐ Priority School District Grant
School B	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☐ Alliance District Funding ☐ Priority School District Grant
School C	Review	☐ Commissioner's Network ☐ High School Redesign Competition ☐ Alliance District Funding ☐ Priority School District Gr

You will receive a chart listing your district's Turnaround, Focus, and Review schools. For each of your district's identified schools, identify competitive grants that you will pursue for that school and/or demonstrate your intention to invest Alliance and/or Priority School District funding in the school's improvement efforts.

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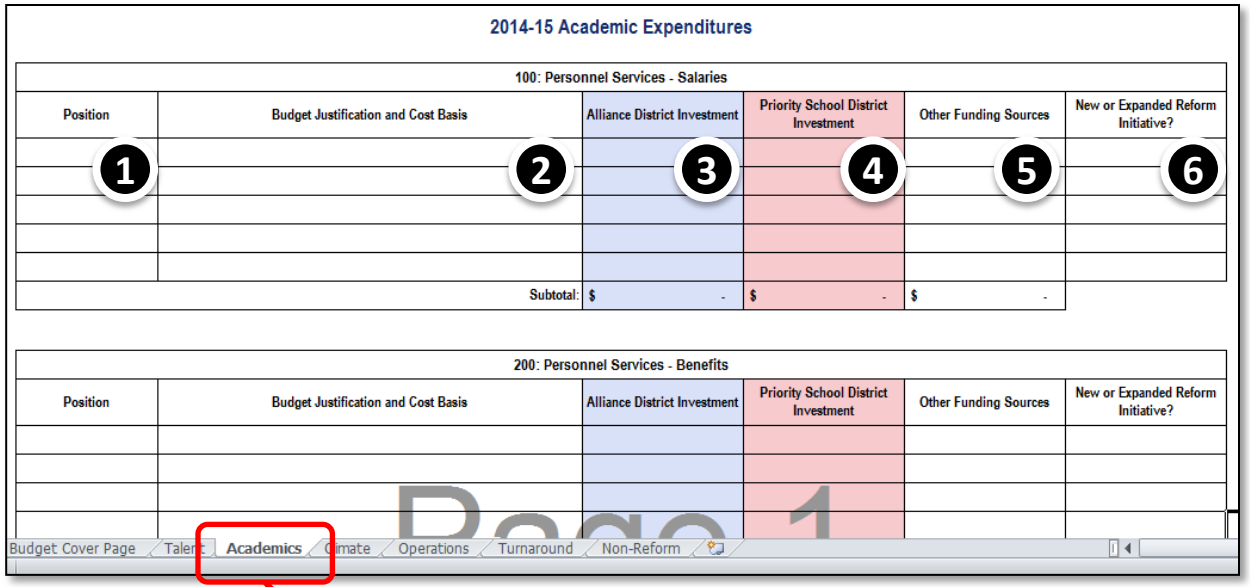
Section 7: Reform Area Budgets



2014-15 Academic Expenditures

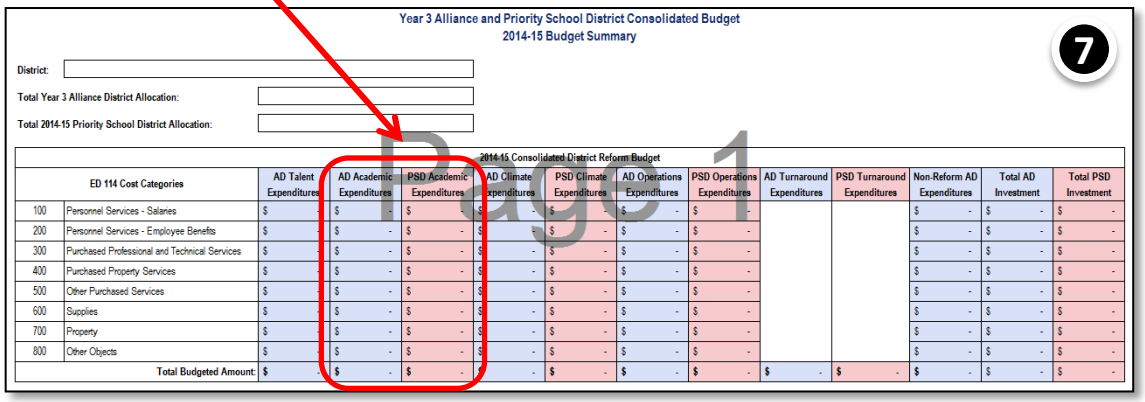
100: Personnel Services - Salaries

Position	Budget Justification and Cost Basis	Alliance District Investment	Priority School District Investment	Other Funding Sources	New or Expanded Reform Initiative?
1	2	3	4	5	6
Subtotal:		$ -	$ -	$ -	

200: Personnel Services - Benefits

Position	Budget Justification and Cost Basis	Alliance District Investment	Priority School District Investment	Other Funding Sources	New or Expanded Reform Initiative?

Budget Cover Page | Talent | Academics | Climate | Operations | Turnaround | Non-Reform



Year 3 Alliance and Priority School District Consolidated Budget
2014-15 Budget Summary

District:

Total Year 3 Alliance District Allocation:

Total 2014-15 Priority School District Allocation:

2014-15 Consolidated District Reform Budget

	ED 114 Cost Categories	AD Talent Expenditures	AD Academic Expenditures	PSD Academic Expenditures	AD Climate Expenditures	PSD Climate Expenditures	AD Operations Expenditures	PSD Operations Expenditures	AD Turnaround Expenditures	PSD Turnaround Expenditures	Non-Reform AD Expenditures	Total AD Investment	Total PSD Investment
100	Personnel Services - Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -	$ -	$ -
200	Personnel Services - Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -	$ -	$ -
300	Purchased Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -	$ -	$ -
400	Purchased Property Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -	$ -	$ -
500	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -	$ -	$ -
600	Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -	$ -	$ -
700	Property	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -	$ -	$ -
800	Other Objects	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -	$ -	$ -
	Total Budgeted Amount:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7

1. Enter the cost.
2. Provide a budget justification and cost basis.
3. Identify AD funds to support each investment.
4. Identify PSD funds to support each investment.
5. Identify other funds to support each investment.
6. Describe whether the investment is for a new or expanded reform effort.
7. Budget cover page will auto-generate totals.

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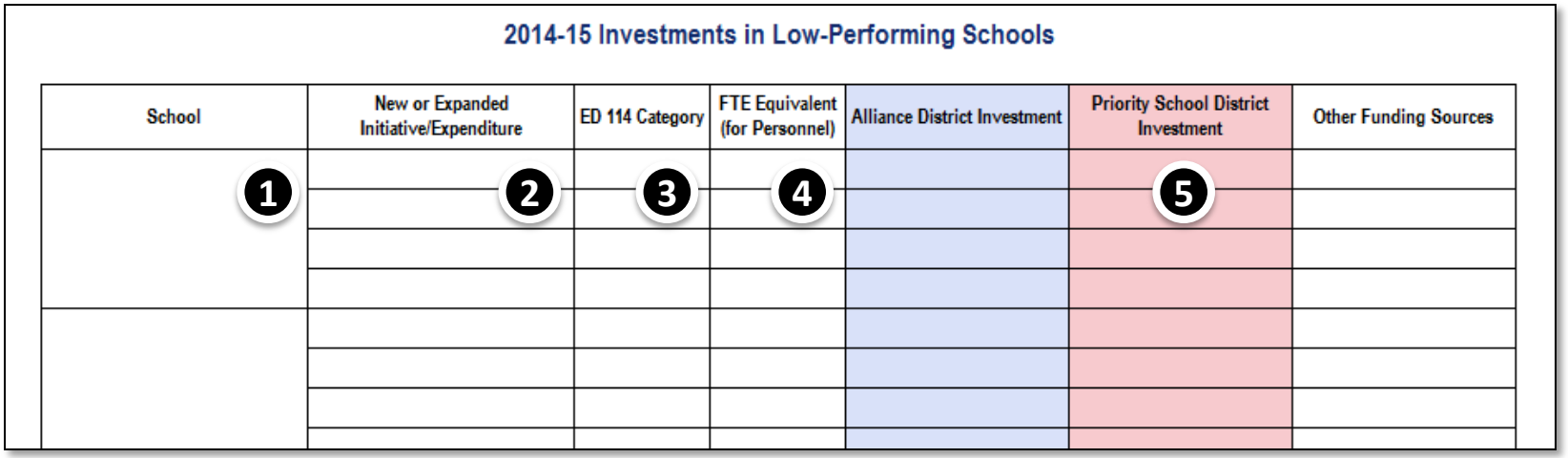
Section 7: School Turnaround Budgets



2014-15 Investments in Low-Performing Schools

School	New or Expanded Initiative/Expenditure	ED 114 Category	FTE Equivalent (for Personnel)	Alliance District Investment	Priority School District Investment	Other Funding Sources
1	2	3	4		5	

1. Identify each of the district's Turnaround, Focus and Review schools.
2. List investments in new or expanded reform initiatives in each school.
3. Provide the ED 114 cost category for each investment.
4. For personnel investments, identify the FTE equivalent.
5. Identify AD, PSD, and/or other funding allocated to support each investment.

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Section 8: Stakeholder Engagement

8. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

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Priority School District Grants

p. 27-36

Appendix C Extended School Hours Grant

Appendix D Summer School Grant

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School Improvement Plans

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School Improvement Plan (SIP) Requirement

Districts must submit SIPs for:

- Review schools having not previously submitted a SIP
- Newly-identified schools in December 2013
- Schools applying for 2014 school-level grants

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School Improvement Plan Template

Application Overview

- Cover Page
- Section 1: Needs Analysis
- Section 2: Overarching SMART Goals
- Section 3: Talent Section
- Section 4: Academics Section
- Section 5: Culture and Climate Section
- Section 6: Operations Section
- Section 7: Stakeholder Engagement
- Section 8: Implementation Timeline

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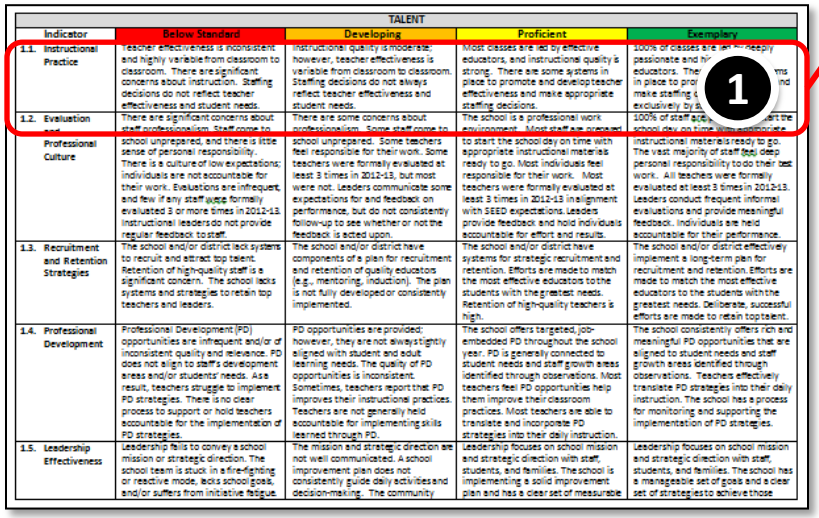
Appendix A: School Audit Tool

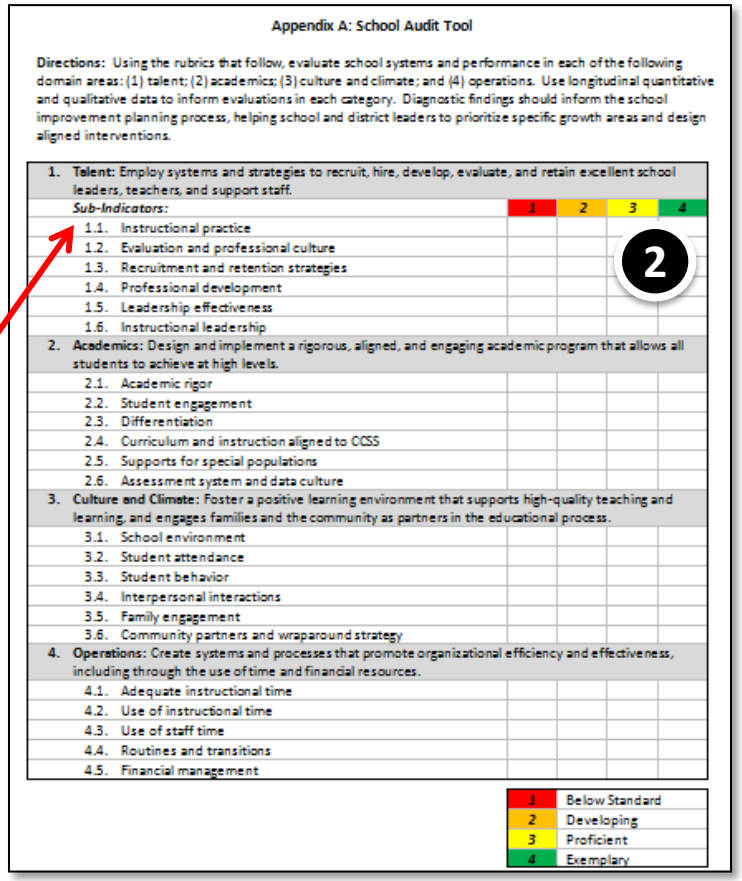
1. Using the school audit tool, evaluate school systems and performance in the areas of talent, academics, culture and climate, and operations; district administrators are encouraged to lead this process
2. Use the audit findings to inform the SIP needs analysis and intervention strategies



TALENT

Indicator	Below Standard	Developing	Proficient	Exemplary
1.1. Instructional Practice	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and hi[illegible] educators. The[illegible]ms in place to pro[illegible]nd make staffing [illegible] exclusively by [illegible]
1.2. Evaluation and Professional Culture	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times in 2012-13. Instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated at least 3 times in 2012-13, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon.	The school is a professional work environment. Most staff are present to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most teachers were formally evaluated at least 3 times in 2012-13 in alignment with SEED expectations. Leaders provide feedback and hold individuals accountable for effort and results.	100% of staff acc[illegible]rt the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated at least 3 times in 2012-13. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
1.3. Recruitment and Retention Strategies	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
1.4. Professional Development	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those

1



Appendix A: School Audit Tool

Directions: Using the rubrics that follow, evaluate school systems and performance in each of the following domain areas: (1) talent; (2) academics; (3) culture and climate; and (4) operations. Use longitudinal quantitative and qualitative data to inform evaluations in each category. Diagnostic findings should inform the school improvement planning process, helping school and district leaders to prioritize specific growth areas and design aligned interventions.

	1	2	3	4
1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.				
Sub-Indicators:				
1.1. Instructional practice				
1.2. Evaluation and professional culture				
1.3. Recruitment and retention strategies				
1.4. Professional development				
1.5. Leadership effectiveness				
1.6. Instructional leadership				
2. **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.				
2.1. Academic rigor				
2.2. Student engagement				
2.3. Differentiation				
2.4. Curriculum and instruction aligned to CCSS				
2.5. Supports for special populations				
2.6. Assessment system and data culture				
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.				
3.1. School environment				
3.2. Student attendance				
3.3. Student behavior				
3.4. Interpersonal interactions				
3.5. Family engagement				
3.6. Community partners and wraparound strategy				
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.				
4.1. Adequate instructional time				
4.2. Use of instructional time				
4.3. Use of staff time				
4.4. Routines and transitions				
4.5. Financial management				

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

2

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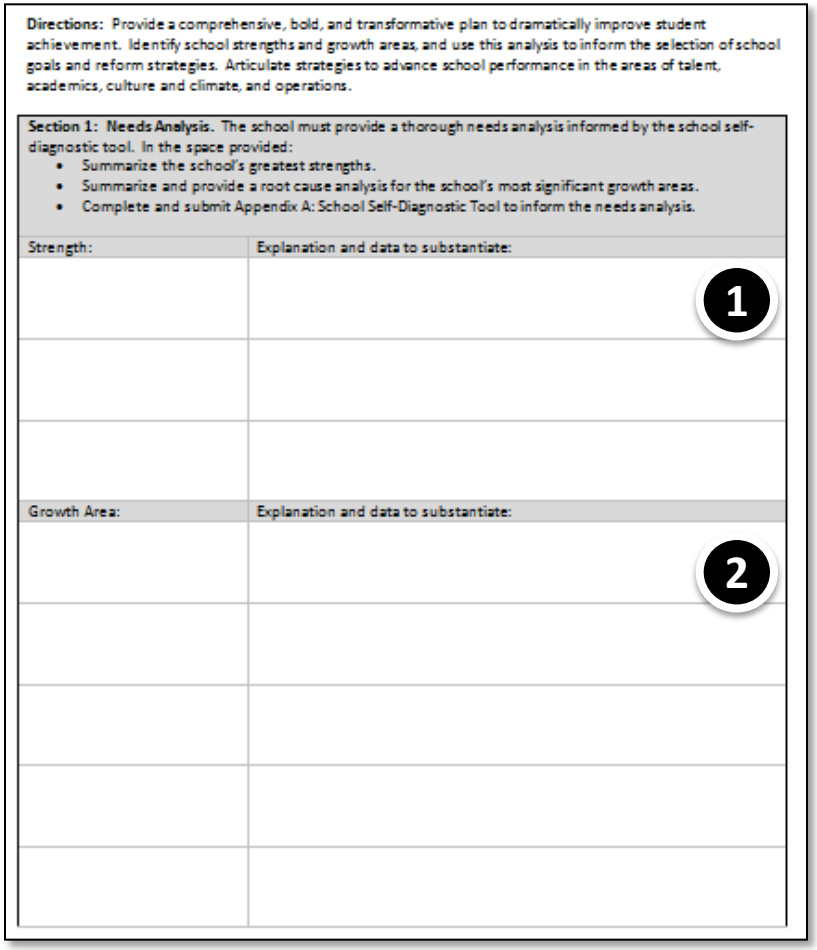
Section 1: Needs Analysis



Directions: Provide a comprehensive, bold, and transformative plan to dramatically improve student achievement. Identify school strengths and growth areas, and use this analysis to inform the selection of school goals and reform strategies. Articulate strategies to advance school performance in the areas of talent, academics, culture and climate, and operations.

Section 1: Needs Analysis. The school must provide a thorough needs analysis informed by the school self-diagnostic tool. In the space provided:

- Summarize the school's greatest strengths.
- Summarize and provide a root cause analysis for the school's most significant growth areas.
- Complete and submit Appendix A: School Self-Diagnostic Tool to inform the needs analysis.

Strength:	Explanation and data to substantiate:

Growth Area:	Explanation and data to substantiate:

1. Identify several school strengths and provide data to substantiate those strengths

2. Prioritize several growth areas and provide data to substantiate those growth areas

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Section 2: Overarching SMART Goals

Section 2: Overarching SMART Goals. Successful and sustainable turnaround requires a focused approach on the school's most pressing needs and challenges. Please reflect upon school data and the self-diagnostic to identify a manageable set of priorities to guide the school's turnaround efforts. Develop three goals for the turnaround process that are Specific, Measurable, Attainable, Results-oriented and Time-bound.	
Goal #1: 1	☐ Specific ☐ Measurable ☐ Attainable ☐ Results-oriented ☐ Time-bound 2
Goal #2:	☐ Specific ☐ Measurable ☐ Attainable ☐ Results-oriented ☐ Time-bound
Goal #3:	☐ Specific ☐ Measurable ☐ Attainable ☐ Results-oriented ☐ Time-bound

1. Develop three overarching SMART goals to help focus the turnaround effort
2. Ensure that all goals are Specific, Measurable, Attainable, Results-oriented, and Time-bound

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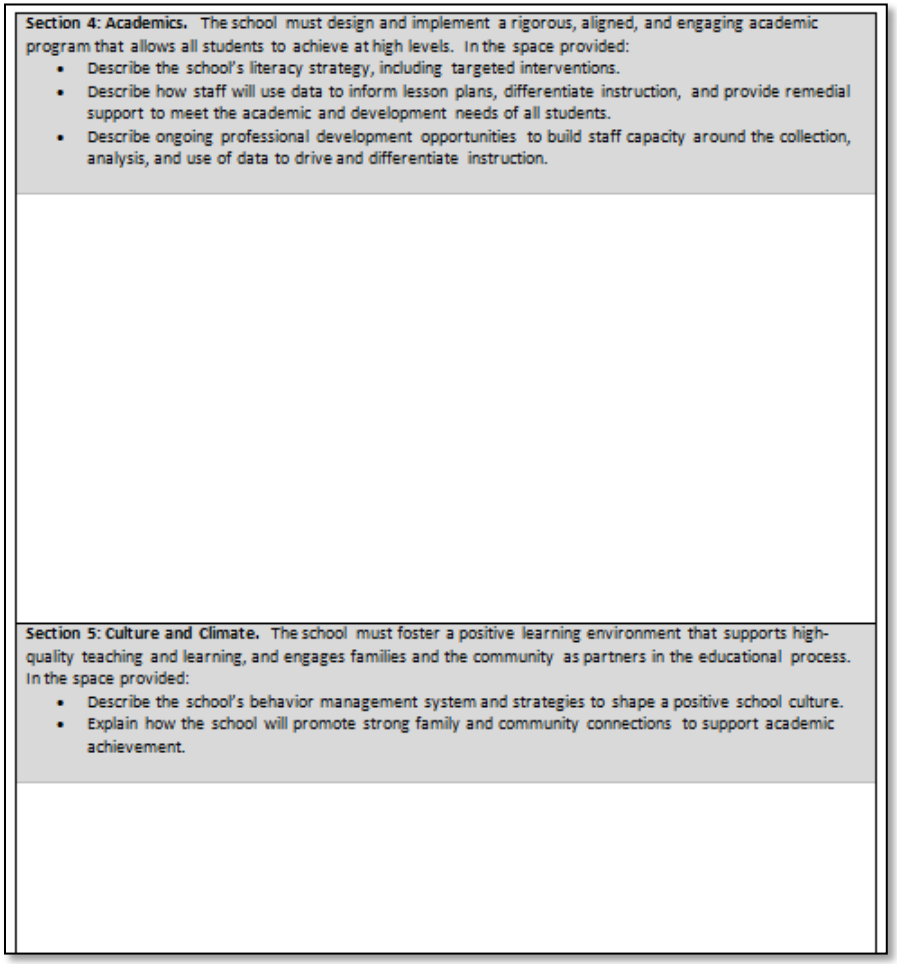
Section 3-7: Strategies and Stakeholder Engagement



Section 4: Academics. The school must design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels. In the space provided:

- Describe the school's literacy strategy, including targeted interventions.
- Describe how staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and development needs of all students.
- Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

Section 5: Culture and Climate. The school must foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process. In the space provided:

- Describe the school's behavior management system and strategies to shape a positive school culture.
- Explain how the school will promote strong family and community connections to support academic achievement.

Section 3-6: Responding to the prompts, describe the school's comprehensive approach and transformational strategies in the areas of:

- Talent
- Academics
- Culture and climate
- Operations

Section 7: Describe stakeholder engagement in the development and implementation of the plan

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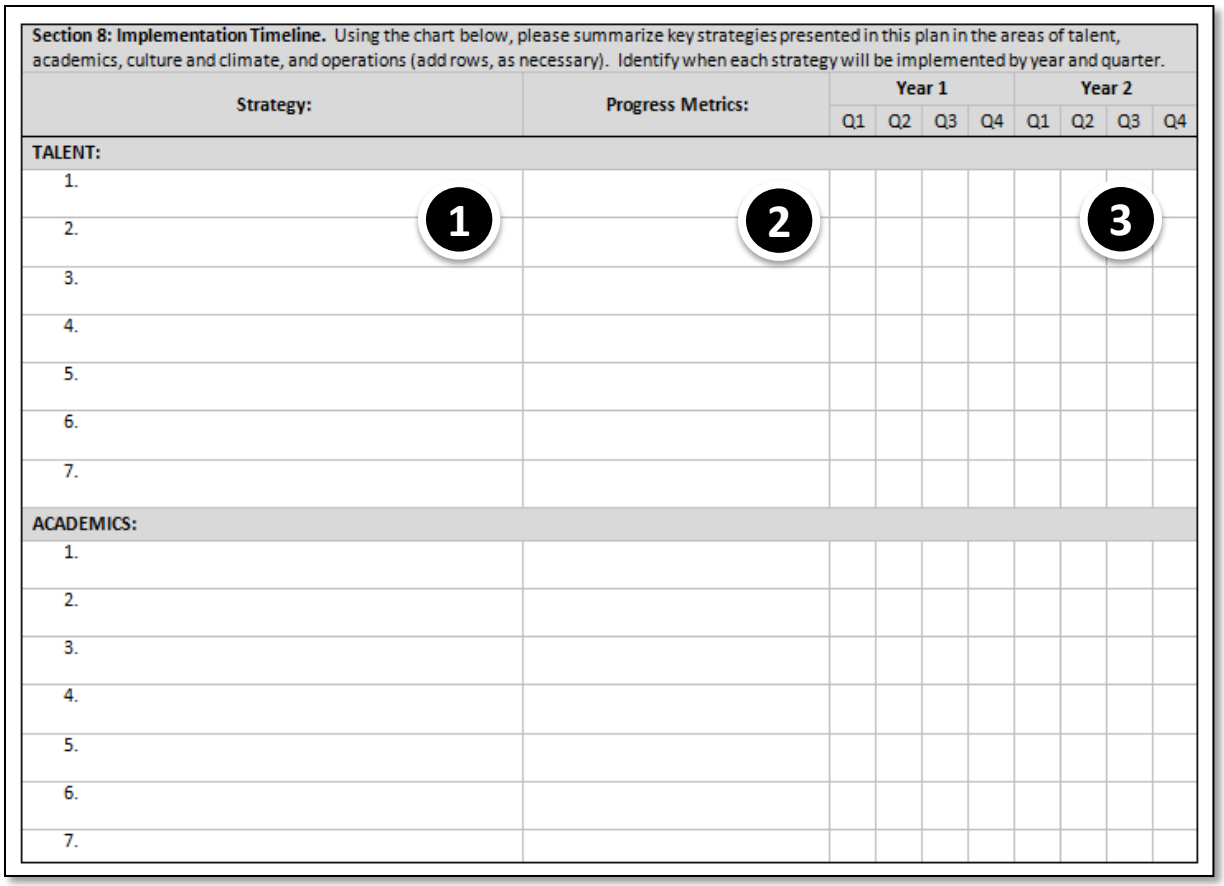
Section 8: Strategy Sections



Section 8: Implementation Timeline. Using the chart below, please summarize key strategies presented in this plan in the areas of talent, academics, culture and climate, and operations (add rows, as necessary). Identify when each strategy will be implemented by year and quarter.

Strategy:	Progress Metrics:	Year 1				Year 2			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
TALENT:									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
ACADEMICS:									
1.									
2.									
3.									
4.									
5.									
6.									
7.									

1. Enumerate core strategies in each of the following areas
   - Talent
   - Academics
   - Culture and climate
   - Operations
2. Indicate a progress metric for each strategy
3. Indicate when strategies are set to occur

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Competitive School-level Grants

Please attend the school-level grants session at 1:30 PM to learn more about additional submission requirements for competitive school grants.

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District Team Work Time

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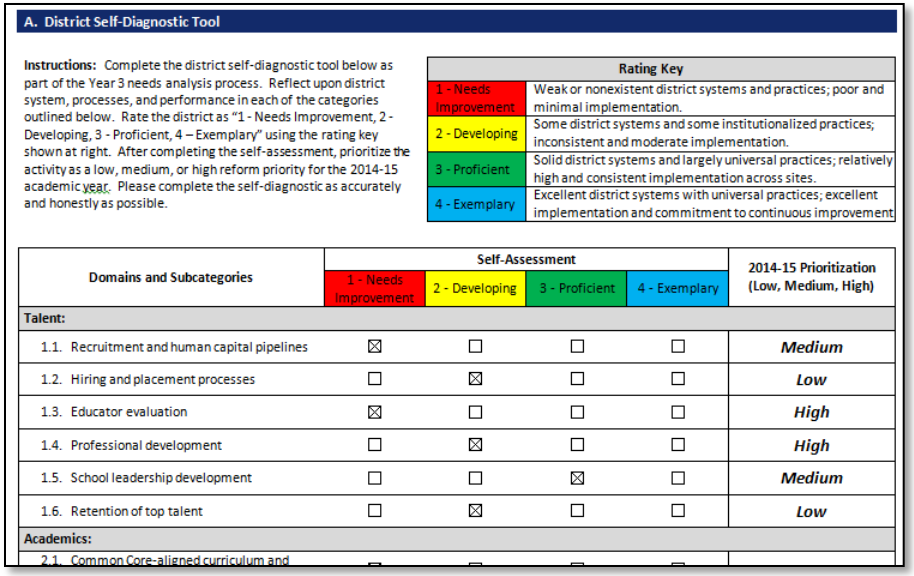
Recommended District Team Discussion Topics

Option A: District Self-Diagnostic and Year 3 Priorities Planning

Option B: School-level Grants and Intervention Planning



A. District Self-Diagnostic Tool

Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as "1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary" using the rating key shown at right. After completing the self-assessment, prioritize the activity as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; relatively high and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	☒	☐	☐	☐	*Medium*
1.2. Hiring and placement processes	☐	☒	☐	☐	*Low*
1.3. Educator evaluation	☒	☐	☐	☐	*High*
1.4. Professional development	☐	☒	☐	☐	*High*
1.5. School leadership development	☐	☐	☒	☐	*Medium*
1.6. Retention of top talent	☐	☒	☐	☐	*Low*
Academics:					
2.1. Common Core-aligned curriculum and					

School	Classification	Planning
School 1	Turnaround	❑ Commissioner's Network ❑ School Improvement Grant ❑ 1003(a) ❑ HS Redesign ❑ Alliance District ❑ Priority School District
School 2	Focus	❑ Commissioner's Network ❑ School Improvement Grant ❑ 1003(a) ❑ HS Redesign ❑ Alliance District ❑ Priority School District
School 3	Review	❑ HS Redesign ❑ Alliance District ❑ Priority School District

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