

**General Information & Overall Reflections**



**General Information**

<b>LEA</b>	<input type="text"/>	<b>CLO Group #</b>	<input type="text"/>
<b>Name</b> List the person responsible for report submission	<input type="text"/>		
<b>CLO Meeting</b>	<input type="text"/>	<b>Date of Report</b>	<input type="text"/>

**Anticipated LEA Attendees**

*Please let us know who from your district/school will likely attend the upcoming CLO meeting.*

**Technical Assistance Needed/Questions for RIDE**

*Please describe any specific technical assistance needs or questions that you have for RIDE which have not already been addressed by the project teams.*

**Intensive Curriculum Alignment and Model Curriculum Development**

*The tasks below represent the anticipated work that LEAs will complete during the 2013-2014 school year, as described in the LEA Scope of Work appendix.*

		Year 4: September 2013- August 2014			
		Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
6	Develop curriculum aligned to the Common Core State Standards. If applicable, participate in Dana Center curriculum writing and leadership sessions	x	x	x	x
7	Implement CCSS aligned curriculum by target of School Year 2013-14	x	x	x	x
8	Gather feedback and data regarding CCSS aligned curriculum implementation	x	x	x	x
9	Provide professional development and technical assistance to all educators and stakeholders regarding aligned curriculum	x	x	x	x

**Select a Status for this Project**

*Review the tasks above. Select a status that most closely matches your progress in completing those tasks.*

**Describe HOW you are carrying out those tasks in terms of the new activities your district completed since the last report**

*Examples: 'we have attended supplemental PD on key instructional shifts in the CCSS' or 'grades K-8 are implementing an aligned ELA curriculum this year, but struggle to find resources aligned to the curriculum'. Include any implementation strategies that you have found particularly helpful.*

**Formative Assessment Professional Development Modules**

		Year 4: September 2013- August 2014			
		Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
5	Complete technical tasks to support delivery of professional development modules (i.e., submit TCS data, ensure applicable educators have verified their SSO ID, set up the `class' and enroll applicable educators, etc.)	X			
6	Participate in RIDE facilitator orientation sessions as needed	X			
7	Coordinate participation of educators in training modules and communities of practice	X	X	X	X
8	Deepen the use of formative assessment practices, as well as the use of formative assessment data to inform instructional strategies	X	X	X	X

**Select a Status for this Project**  
*Review the tasks above. Select a status that most closely matches your progress in completing those tasks.*

**Describe HOW you are carrying out those tasks in terms of the new activities your district completed since the last report**  
*Examples: 'We are using this as a PPG, but are struggling to get all educators to participate'. Include any implementation strategies that you have found particularly helpful.*

**Data Use Professional Development**

		Year 4: September 2013- August 2014			
		Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
4	Identify and provide RIDE with the leadership team members from each school who will participate in the Year 1 and/or Year 2 cohorts	Year 2 only			
5	Following `Data Use' professional development, identify district and school practices to sustain and deepen data use and collaboration	X	X	X	X
6	Deepen Data Use practices, and using data to inform instructional strategies (e.g., complete action research, turnkey materials)	X	X	X	X

**Select a Status for this Project**  
*Review the tasks above. Select a status that most closely matches your progress in completing those tasks.*

**Describe HOW you are carrying out those tasks in terms of the new activities your district completed since the last report**  
*Examples: 'three schools are signed up, however we are struggling with building administrator participation in the series'. Include any implementation strategies that you have found particularly helpful.*

**Interim Assessments**

		Year 4: September 2013- August 2014			
		Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
2	Determine the scale of implementation, including the grade levels and mode (i.e., computer-based or paper-based) of administration and method (fixed-form versus test-construction tool), best suited for the needs of the LEA	x			
3	Contact RIDE to discuss implementation strategy and timing in order to access support regarding access to and administration of assessments	x	x		
4	Complete the technical tasks to support development, management and administration of assessments (i.e., submit TCS data, ensure applicable educators have verified their SSO ID, assign `tickets' to students taking the assessment, etc.)	x	x		
5	Develop timeline for training all applicable educators in the LEA on the use of interim assessments and item scoring	x	x		
6	Develop/revise protocols or expectations regarding the use of interim assessments to inform instruction including timelines for administration and process for scoring and reporting results	As needed	As needed	As needed	
7	Send key individuals to RIDE provided training on the administration and scoring of the assessment tools	x	x	x	x
8	Train educators in the LEA on the administration and use of interim assessments as well as scoring protocols	x	x		
9	Administration of fixed-form Interim Assessments in selected grades and content area(s), as applicable	x	x	x	x
10	Use the test construction tool and item bank, as applicable	x	x	x	x

**Select a Status for this Project**

Review the tasks above. Select a status that most closely matches your progress in completing those tasks.

**Describe HOW you are carrying out those tasks in terms of the new activities your district completed since the last report**

Examples: 'we administered the fixed-form tests in grades 6-8 and used the item bank in CPT'. Include any implementation strategies that you have found particularly helpful.

**Instructional Management System (IMS) Data Platform**

During the 2013-2014 school year, RIDE will continue to maintain the statewide Instructional Management System; however, we recognize that districts are meeting the IMS data platform commitments in RTT through other platforms/solutions. In the space below, please indicate how your district is meeting the following LEA SOW commitments:

- Provide all educators with access to the state-wide Instructional Management System tools and resources starting in fall 2012, including the Formative Assessment training modules and the Interim Assessment tools.
- Train school leadership teams and key individuals on how to configure and use the Instructional Management System.
- Maintain high quality local student information systems by ensuring high-quality data is entered into the system.

**Select a Status for this Project**

Review the commitments above. Select a status that most closely matches your progress in completing those tasks.

**Describe your district's approach to the commitments above.**

**Educator Evaluation**

		Year 4: September 2013- August 2014			
		Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
1	Participate in educator evaluation model design, development and refinement feedback opportunities	x	x	x	x
2	Identify District Evaluation Committee members for the upcoming school year, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams			x	x
4	Identify individuals who will serve as primary and, if applicable, secondary/complementary evaluators			x	x
5	Send all required evaluators to RIDE-provided evaluator training on model; complete additional components of the professional development plan as required.	Summer Training	Midyear half day	Midyear half day	Summer Training
6	Send system administrators to training on the Educator Performance Support System (EPSS) data system; provide ongoing training to teachers and building administrators on the use of the EPSS to support evaluations.	x	x	x	x
7	Examine LEA Policies and Contracts for Challenges; where applicable, consider memorandums of understanding or contract renewal language which will support district implementation of evaluations	x	x	x	x
8	Create a plan for the appropriate use of funds to support implementation of educator evaluation system	x			
9	Complete required components of RIDE approved model for educator and building administrator evaluations	BOY Conf, SLOs, Goals	Midyear Conf.	x	Report & Ratings
10	Submit evaluation data and documentation (e.g. component and summative level ratings, verified rosters); provide other requested information to support RIDE research and system improvement				x
11	Use Evaluation Data to identify individual and school/district-wide professional development needs and act on those needs	x	x	x	x
12	Dismiss Educators who have 2 consecutive years of ineffective performance; ensure that, where possible, students do not have ineffective educators for two consecutive years			x	x

**Select a Status for this Project**

Review the commitments above. Select a status that most closely matches your progress in completing those tasks.

**Describe HOW you are carrying out those tasks in terms of the new activities your district completed since the last report**

Examples: 'All evaluators and teachers are submitting data in the EPSS. Teacher leaders are hosting after school help sessions on the system'. Include any implementation strategies that you have found particularly helpful.

**New Teacher Induction**

During the 2013-2014 school year, RIDE will continue to maintain the statewide Beginning Teacher Induction program. In parallel, RIDE has begun to engage LEAs in conversations about a sustainable induction program for beginning teachers. In Year 4, please share how your LEA is meeting the following commitments in this area from the LEA Scope of Work:

- Determine district approach for continuation and sustainability of data-driven and instructionally focused coaching for beginning teachers.
- Review/revise staffing practices, timelines and policies, as well as educator effectiveness practices, in order to meet the standards in the BEP and to support Human Capital decisions.

**Select a Status for this Project**

*Review the commitments above. Select a status that most closely matches your progress in completing those tasks.*

**Describe your district's approach to the commitments above.**

**School Achievement Specialists**

		Year 4: September 2013- August 2014			
		Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
4	Adjust and modify School Achievement Specialist supports to PLAs as needed				

**Select a Status for this Project**

Review the commitments above. Select a status that most closely matches your progress in completing those tasks.

**Describe HOW you are carrying out those tasks in terms of the new activities your district completed since the last report**

Examples: 'Our SAS provided training to teachers in the school(s) on...'. Include any implementation strategies that you have found particularly helpful.

**Turnaround Principal Leaders Corps**

		Year 4: September 2013- August 2014			
		Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
1	If applicable, support the mentorship of the Turnaround Leadership Program corps members by ensuring that the mentor principal attends required trainings and meetings as offered by RIDE	x	x	x	x
2	Identify placement opportunities for Turnaround Leadership Program corps members following successful completion of residency program; if no placement opportunity is available, notify RIDE.				
3	Following placement within the district, ensure Turnaround Leadership Program graduates attend RIDE professional development and receive RIDE coaching support in their first year of being a principal	x	x	x	x
4	Evaluate Turnaround Leadership Program graduates during their first year of being a principal utilizing the RIDE-approved model for Building Administrator evaluations	x	x	x	x

**Select a Status for this Project**

Review the commitments above. Select a status that most closely matches your progress in completing those tasks.

**Describe HOW you are carrying out those tasks in terms of the new activities your district completed since the last report**

Examples: 'Our mentor principal and the TLP resident have worked on the following...'. Include any implementation strategies that you have found particularly helpful.

**Spring 2012 and Summer Leadership Institute**

		Year 4: September 2013- August 2014			
		Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
1	Provide feedback on the design and delivery of spring/summer 2012 and 2013 and 2014 summer institutes		x	x	
2	Identify a core team to attend spring 2012 and summer institutes		x	x	
3	Attend spring/summer 2012 and 2013 and 2014 summer institute training			x	x
4	Identify the need for up to 5 days of additional job-embedded follow-up to spring 2012/summer institute and coordinate delivery with the RIDE vendor			x	

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**Describe HOW you are carrying out those tasks in terms of the new activities your district completed since the last report**  
*Examples: 'We are using our job-embedded training in the following ways...'. Include any implementation strategies that you have found particularly helpful.*

**Teacher Evaluation Support**

		Year 4: September 2013- August 2014			
		Q1 Sept - Nov	Q2 Dec - Feb	Q3 Mar - May	Q4 Jun - Aug
4	Monitor the effectiveness of Teacher Evaluation Support vendor/services	x	x	x	x

**Select a Status for this Project**  
*Review the commitments above. Select a status that most closely matches your progress in completing those tasks.*

**Describe HOW you are carrying out those tasks in terms of the new activities your district completed since the last report**  
*Examples: 'Our SAS provided training to teachers in the school(s) on...'. Include any implementation strategies that you have found particularly helpful.*