

Transforming RI Education:
All Rhode Island Students Ready for Success in College,
Careers and Life.

RI Race to the Top: LEA SOW Appendix

June 2013

System of Support One: Standards and Curriculum

We believe that when teachers and administrators understand content standards and can implement a guaranteed and viable curriculum for students, Rhode Island students will make progress toward being college and career ready.

<i>RIDE Commitments</i>	<i>Local Education Agency Commitments</i>
Identify, train and certify Intermediary Service Providers (ISPs) to deliver <i>Study of the Common Core Standards</i> protocol training to educators.	Work with RIDE to coordinate and schedule the educators who will participate in the <i>Study of the Common Core Standards</i> trainings.
Work with LEAs to coordinate and schedule educator <i>Study of the Common Core Standards</i> training through August 2012.	Identify opportunities to deepen understanding of the Common Core State Standards (CCSS) among all educators in the district.
Support state-wide LEA efforts to develop guaranteed and viable curricula aligned to the Common Core in English language arts, mathematics, science and social studies efforts by providing statewide resources and being responsive to needs and concerns among LEAs.	Ensure that there are guaranteed and viable curricula aligned to the Common Core in English language arts and mathematics that prepares students to be college and career ready.
Coordinate the development of model curriculum work between the Charles A. Dana Center and cohorts of involved LEAs.	If participating in Model Curriculum development with the Charles A. Dana Center, LEA teams will attend all curriculum writing and leadership sessions.
	Adopt and use a curriculum that is challenging and aligned to rigorous state standards in science and social studies, including Rhode Island’s Civic Standards.

		LEA Action Plan: Study of the Standards								
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013		Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Identify educators to participate in the Study of the Standards	X ¹	X	X						
2	Specify names and invite participants	X	X	X						
3	Coordinate schedule with RIDE for all participants	X	X	X						
4	Complete planned educator training	X	X	X						

¹ Above is the action plan describing the technical tasks (activities), deliverables and timelines for implementation for each project within this system of support. For each technical task, an “X” or a deliverable is placed in the table to indicate when the task will be completed.

		LEA Action Plan: Intensive Curriculum Alignment and Model Curriculum Development								
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012		Sept 2012- Aug 2013		Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014
1	Develop and communicate a multi-year Transition Plan for the Common Core State Standards implementation, including clear expectations for school level transition benchmarks and a plan for developing a curriculum aligned to the CCSS in grades K-12	X	X	X	X	Modify as needed				
2	Identify opportunities for educators to work collaboratively to deepen understanding of CCSS (e.g. Common Planning Time, grade level team, department meetings, faculty meetings)		X	X	X	Modify as needed				
3	Conduct analyses of each core curricula to ensure that each is aligned to standards, guaranteed and viable	X								
4	Identify which, if any, curriculum development is needed as well as the method by which curriculum will be developed (i.e. Model Curriculum with the Charles A. Dana Center, through an LEA cohort, or individually)	X	X							
5	Create implementation plan, including the identification of aligned resources, to support roll out of new curricula		X	X	X	Modify as needed				
6	Develop curriculum aligned to the Common Core State Standards, including participation in Dana Center curriculum writing and leadership sessions (if applicable)		X	X	X	X	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

System of Support Two: Instructional Improvement Systems

We believe that when teachers and administrators have the data and tools necessary to track students' progress relative to standards and use this information to inform instruction, student academic achievement will improve and achievement gaps will close.

<i>RIDE Commitments</i>	Local Education Agency Commitments
Develop and implement a statewide Instructional Management System, inclusive of feedback from key stakeholders on components to be included.	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 end users on how to configure and use the Instructional Management System.	Train school leadership teams and key individuals on how to configure and use the Instructional Management System.
Assess LEA needs regarding data use in their schools and across their district in order to deliver LEA-specific 'Using Data' Professional Development trainings and workshops to district and school teams.	Identify district and school teams to participate in 'Using Data' professional development during the district-determined implementation year
Develop Interim Assessment fixed form and test construction tools, accessible through the Instructional Management System, and provide training on the use of Interim Assessments to support instruction.	Develop and implement plan to use Interim Assessments so that student data is used to monitor and support student progress.
Develop online professional development training modules on the Formative Assessment process, available to all LEAs through the Instructional Management System.	Facilitate and engage educators in the formative assessment training modules and integrate formative assessment practices into daily instruction.
	Maintain high quality local student information systems by ensuring high-quality data is entered into the system.

		LEA Action Plan: Formative Assessment Professional Development Modules							
		Year 1:	Year 2:	Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013	Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Create multiyear plan for implementation of formative assessment PD modules, including the process and timelines by which all educators will participate in the formative assessment training modules		X						
2	Determine the scale of implementation including the mode and timing of implementation, best suited for the needs of the LEA		X	X					
3	Contact RIDE project lead to discuss implementation strategy and timing in order to access support regarding configuration and delivery of the PD			X					
4	Identify facilitators who will support the implementation of formative assessment practices in daily instruction		X	X					
5	Complete technical tasks to support IMS 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	X				
6	Participate in RIDE facilitator orientation sessions as needed		X	X					
7	Coordinate participation of educators in training modules and communities of practice			X	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	X	

		LEA Action Plan: Interim Assessments							
		Year 1:	Year 2:	Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013	Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Identify method by which all educators will have access to interim assessments		X						
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	X	X				
3	Contact RIDE project lead to discuss implementation strategy and timing in order to access support regarding access to and administration of assessments			X	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	X			
5	Develop timeline for training all applicable educators in the LEA on the use of interim assessments and item scoring		X	X	X	X			
6	Develop protocols or expectations regarding the use of interim assessments to inform instruction including timelines for administration and process for scoring and reporting results		X	X	Revise as needed	Revise as needed	Revise as needed		
7	Send key individuals to RIDE provided training on the administration and scoring of the assessment tools			X	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	X	X		
9	Administration of fixed-form Interim Assessments in selected grades and content area(s), as applicable			X	X	X	X	X	
10	Use the test construction tool and item bank, as applicable			X	X	X	X	X	

		LEA Action Plan: Instructional Management System (IMS) Data Platform								
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013	Sept 2012- Aug 2013	Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Designate an LEA data steward to support decision making around data collections and systems implementation and to provide input and feedback on data initiatives through designated representatives	Identify LEA Data Steward	X	X	X	X	X	X	X	X
2	Maintain data quality standards of local student information systems and upload local assessment data and program information as required by RIDE in a timely manner	X	X	X	X	X	X	X	X	X
3	Review the RIDE <i>IMS Deployment Guide</i> and develop a multiyear training and implementation plan to provide all educators with access and training on the system			X	X	X	X			
4	Contact RIDE project lead to discuss implementation strategy and timing in order to access support regarding implementation of IMS			X	X	X	X			
5	Based on <i>IMS Deployment Guide</i> , register and attend training for Administrative Users (i.e. users who will maintain and configure both the Primary IMS and RtI Module) and LEA Trainers (i.e. staff to be trained as trainers)				X	X	X			
6	Complete the technical tasks to support implementation of the IMS (i.e., submit TCS data, ensure applicable educators have verified their SSO ID, determine roles of educators based on implementation plan)				X	X				
7	Following RIDE training, LEA Administrative Users and LEA Trainers configure the IMS for educator use and to provide end users with access and training needed to utilize the IMS for daily activities			X	X	X	X	X	X	X
8	Deepen the understanding and use of the IMS among all educators				X	X	X	X	X	X

		LEA Action Plan: 'Data Use' Professional Development							
		Year 1:	Year 2:	Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013		Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014
1	Complete a needs assessment survey indicating the use of and collaboration around data within schools and across the LEA		X		Year 2				
2	Based on RIDE implementation plan, determine the timing (i.e. Year 1, Year 2, or staggered across Year 1 and Year 2) of LEA participation in 'Data Use' Professional Development and provide RIDE with the schools that will participate in Year 1 and/or Year 2 training cohorts		X						
3	In coordination with RIDE, select 'Data Use' training dates for each cohort of schools, as applicable		Year 1		Year 2				
4	Identify and provide RIDE with the leadership team members from each school who will participate in the Year 1 and/or Year 2 training cohorts, as applicable		Year 1		Year 2				
5	Following 'Data Use' professional development, identify district and school practices to sustain and deepen data use and collaboration			X	X	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	X

System of Support Three: Educator Effectiveness

We believe that nothing we do for our student's matters more than providing them with effective teachers and principals. When we implement a fair and accurate evaluation system, educators will receive the information they need to lead classrooms and schools effectively

<i>RIDE Commitments</i>	Local Education Agency Commitments
Coordinate the development of the Rhode Island Model for educator evaluation that meets the Rhode Island Professional Teaching Standards for teachers and Rhode Island Leadership Standards for administrators.	Provide RIDE with input on the development of a rigorous performance-based evaluation model that includes student achievement; continue to offer feedback and recommend model refinements.
Collaborate with the educational community to develop the RI Model for educator evaluation.	Identify a district evaluation committee that will work closely with RIDE.
Develop and provide support and training to LEA teams so that they can understand and implement the evaluation system with fidelity.	Participate in training in order to implement the evaluation system with fidelity.
Recruit and train Intermediary Service Providers to support the implementation and sustainability of the system.	Monitor the fidelity, consistency and quality of educator evaluation implementation within and across schools.
Design, build, and use an Educator Performance Support System and train evaluators on the use of the system to complete district evaluations.	Submit the required data collections (e.g. teacher rosters) and monitor the quality and completeness of the implementation.
Continue to refine the model using recommendations from LEAs.	Use the information from the performance evaluations to inform personnel development plans and, after two years of effectiveness data, to inform human capital decisions such as tenure and dismissals.
Provide technical assistance and support around the educator evaluation and human capital policies required in order to meet the Basic Education Program (BEP).	Align district policies to the Basic Education Program (BEP) regarding educator evaluation and human capital decisions.

		LEA Action Plan: Educator Evaluation								
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012		Sept 2012- Aug 2013		Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014
1	Participate in educator evaluation model design, development and refinement feedback opportunities	X	X	X	X	X	X	X	X	X
2	Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams	X	X	X		X			X	X
3	Participate in field testing to support RI Model development	X								
4	Identify individuals who will serve as primary and, if applicable, secondary/complementary evaluators	X		X		X			X	X
5	Send all required evaluators to RIDE-provided evaluator training on model; complete additional components of the professional development plan as required.	X	X	X		Training and FFTPS	Summer training	1 half day training	1 half day training	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.					System Admin training	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	X	X	X	X	X
8	Create a plan for the appropriate use of funds to support implementation of educator evaluation system	X		X		X	X			
9	Complete required components of RIDE approved model for educator and building administrator evaluations			X	X	X	Beginning of year conference; SLOs and PPGs	Midyear Conference as appropriate	X	End of Year Summative Report
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	X	X	X			X
11	Use Evaluation Data to identify individual and school/district-wide professional development needs and act on those needs					X	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

System of Support Four: Human Capital Development

We believe that Rhode Island’s approach to reform is dependent on the effectiveness of all adults in the educational system. When we provide intensive induction support for new educators, instructional support for teachers and support professionals, leadership development for all leaders, and evaluation systems that provide actionable feedback, student achievement will increase and achievement gaps will close.

<i>RIDE Commitments</i>	Local Education Agency Commitments
Coordinate the necessary supports to LEAs in the development of the districts’ human capital systems.	Use the SchoolSpring vendor and statewide recruitment website to post new positions.
Provide and support the use of a statewide recruitment platform (SchoolSpring) to all districts.	Participate in the design and development of the statewide data-driven and instructionally focused Induction Program for beginning teachers.
Monitor hard-to-staff subject areas through the recruitment platform and issuance of certificates.	Determine district approach for continuation and sustainability of data-driven and instructionally focused coaching for beginning teachers.
Attract and cultivate relationships with high-quality preparatory and alternative certification route providers in order to address hard-to-staff subject areas state-wide.	Use high-quality preparatory and alternative certification route providers in order to address hard-to-staff subject areas state-wide.
Create an instructionally-focused and data-driven induction program for all first-year teachers across the state and for second year teachers in core urban districts.	Review and revise staffing practices, timelines and policies, as well as educator effectiveness data, in order to meet the standards in the Basic Education Program and to support Human Capital decisions.
Identify the most effective professional development partners that have documented evidence of effectiveness.	

		LEA Action Plan: Recruitment Platform (SchoolSpring)								
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013		Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Provide RIDE with feedback on the desired functionality of a state-wide recruitment platform	X								
2	Attend orientation sessions with selected vendor and train relevant personnel as needed	X	X							
3	Post open positions using the state-wide Recruitment Platform (SchoolSpring)		X	X	X	X				
4	Continue to attract a strong pool of candidates for new positions as needed					X	X	X	X	

		LEA Action Plan: New Teacher Induction								
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013		Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Provide RIDE with feedback around the proposed design of the Induction Coach program	X								
2	If applicable, recommend potential Induction Coaches to RIDE	X		X	X			X	X	
3	Review and revise hiring policies, timelines and processes in order to support appropriate and timely projections for anticipated hires requiring induction coach services	X		X	X			X	X	
4	Provide RIDE with list of beginning teachers who will receive Induction Coach support in a timely manner in order to ensure that all beginning teachers have coaching	X		X	X	X	X			
5	Participate in RIDE-provided information opportunities in order to learn about induction coach program	X	X	X		X	X			
6	Provide feedback to RIDE on the development and integration of existing mentorship programs into a sustainable, instructionally-focused state or district-wide Induction Coach model				X	X	X			
7	Determine district approach to providing robust instructionally-focused coaching to beginning teachers (as needed)				X			X	X	

System of Support Five: School Transformation & Innovation

We believe that when skilled turnaround leaders and teachers are well-positioned, appropriately supported, and sufficiently resourced, they will transform thinking, actions and beliefs about every student’s ability to achieve, thereby creating the conditions for dramatic increases in academic achievement.

<i>RIDE Commitments</i>	Local Education Agency Commitments
Identify persistently lowest achieving schools according to established criteria.	Develop a school reform plan, representative of comprehensive needs assessment findings, to implement the selected model as per state and federal guidelines for turning around lowest achieving schools.
Provide a coordinated system of federal and state resources targeted to persistently lowest achieving schools.	Key personnel and school leadership teams participate in professional development offerings through the Academy of Transformative Leadership, including spring 2012 and annual summer intensives.
Support LEAs in the identification and monitoring of PLA school supports, including acquisition of a vendor to provide School Achievement Specialists).	Acquire a vendor for School Achievement Specialists to support the turnaround efforts in Persistently Lowest Achieving schools.
Identify, place and provide intensive coaching to Turnaround Principal Corps members in partnership with specified vendor.	Utilize data from educator evaluations to inform human capital decisions according to the timeline and processes articulated in the Protocol for Intervention.
Provide intensive PD offerings to school leadership teams from each PLA school and district in partnership with specified vendor.	
Work with LEAs to monitor the progress against PLA School Reform Plan goals.	

		LEA Action Plan: School Achievement Specialists								
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013	Sept 2012- Aug 2013	Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Procure School Achievement Specialist services for Cohort I and Cohort II		I	II						
2	Work with RIDE to establish progress monitoring plan for School Achievement Specialist vendor				X					
3	Monitor the effectiveness of School Achievement Specialists in supporting identified schools in collaboration with RIDE		I		II					
4	Adjust and modify School Achievement Specialist supports to PLAs as needed				I	II	II	II	II	

		LEA Action Plan: Turnaround Leadership Program Corps Members								
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013	Sept 2012- Aug 2013	Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Assess leadership needs for the identified PLAs within the LEA		X	X	X					
2	Identify and recommend to RIDE school-based, district-based and non school-based leaders within the LEA as potential participants for the turnaround leadership program corps members, as well as recommend mentors and locations for residency program.			Group I		Group II				
3	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	X	
4	Identify placement opportunities for Turnaround Leadership Program corps members following successful completion of residency program; if no placement opportunity is available, notify RIDE.					X		X		
5	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	
6	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	

LEA SOW APPENDIX

LEA Action Plan: Spring 2012 and Summer Leadership Institute										
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013		Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Provide feedback on the design and delivery of spring/summer 2012 and 2013 and 2014 summer institutes			X		X		X	X	
2	Identify a core team to attend spring/summer 2012 and summer institutes			X		X		X	X	
3	Attend spring/summer 2012 and 2013 and 2014 summer institute training			X		X			X	X
4	Identify the need for up to 5 days of additional job-embedded follow-up to institutes and coordinate delivery with the RIDE vendor			X		X				

LEA Action Plan: Teacher Evaluation Support										
		Year 1:	Year 2:		Year 3:		Year 4:			
Technical Tasks		Sept 2010- Aug 2011	Sept 2011- Aug 2012	Sept 2012- Aug 2013		Sept – Nov 2013	Dec - Feb 2014	Mar – May 2014	June – Aug 2014	
1	Design and submit a program and budgetary plan for implementing Teacher Evaluation Support in PLA schools			X						
2	Hire/procure Teacher Evaluation Support services			X	X					
3	Work with RIDE to establish progress monitoring plan for Teacher Evaluation Support services and/or vendor				X					
4	Monitor the effectiveness of Teacher Evaluation Support vendor/services				X	X	X	X	X	X