

Transforming Education in Rhode Island:

All Rhode Island Students Ready for Success in College, Careers, and Life

Rhode Island Race to the Top: SEA Scope of Work Version 4.0

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Rhode Island received approval from the U.S. Department of Education on March 11, 2013 regarding revisions to its most recently approved budget based on redistribution of savings and unspent funds from Year 2 to Year 3. All budgets in this Scope of Work are consistent with the budget amendment approved by the U.S. Department of Education dated March 11, 2013.

Introduction

Rhode Island will use Race to the Top funding to realize a single powerful vision: an education system that prepares all Rhode Island students for success in college, careers, and life. The Rhode Island State Education Agency (SEA) scope of work is an important tool to assist the U.S. Department of Education (USED), the RI Department of Education (RIDE), and all Rhode Islanders in organizing, managing, and monitoring implementation of Race to the Top (RTT) initiatives and measuring progress towards meeting our overarching student-achievement goals.

The Rhode Island SEA scope of work translates the projects described in our RTT application into specific tasks that support improvements in the following system of supports: (1) Standards and Curriculum; (2) Instructional Improvement; (3) Educator Effectiveness; (4) Human Capital Development; and (5) School Transformation and Innovation. Organizing RTT initiatives within the framework of these five systems of support helps to clarify the inter-connectedness of our projects and helps us to delineate the specific actions that RIDE and the Local Education Agencies (LEAs) will undertake in order to achieve our statewide goals.

In addition to delineating our work on each of the five systems of support, the SEA scope of work addresses state and local capacity for implementing the overall reform agenda. In Section 2, we describe the structures that will support implementation at the state level and that will help us to enhance capacity at the LEA level.

Through this scope of work and elsewhere, RIDE and LEAs have jointly committed to the following principles:

Principle 1: We will be accountable to one another on mutually agreed-upon goals. We know that there are interdependencies and responsibilities that require us to be respectful of our roles and responsibilities to one another and to all of Rhode Island students.

Principle 2: Only by working together in partnership can we accelerate student achievement. No single LEA or agency can do this work alone; accelerating student achievement requires a shared vision, hard work, and intensive problem-solving.

Principle 3: Transforming education in Rhode Island will require us to be honest about our abilities and capacities, clear about our needs, and creative in the identification and construction of solutions.

Principle 4: We have a unified strategic plan, *Transforming Education in Rhode Island* that requires each of us to work together in new ways to meet our ambitious goals for student achievement. We envision a strong, collaborative partnership including RIDE and every LEA. These collaborative partnerships will empower all of us to be change agents who improve educational outcomes for Rhode Island students.

Principle 5: Our working relationship will be one of mutual accountability, regular cycles of reflection, monitoring of results, and providing ongoing feedback. Both RIDE and the LEAs will be accountable for the commitments into which we enter.

State & Local Capacity for Implementing the SEA and LEA Strategic Plan

Expectations for Year One

Through this SEA scope of work, RIDE is recommitting to its leadership of the Rhode Island strategic plan for transforming education and describing in expanded detail its plan to reach aggressive yet attainable goals. Year-one activities include:

- Submitting a completed SEA scope of work and all LEA scopes of work, with all appropriate documentation, to USED for review by November 22, 2010. Scopes of work will contain greater detail for year one and anticipated activities for years two through four.
- Accessing technical-assistance from USED through the assigned program officer, communities of practice, the technical assistance network, and scheduled informational meetings.
- Recruiting and hiring RTT team members who will be accountable for achieving the ambitious goals set forth in the strategic plan and establishing contracts with vendors to enhance state and local capacity where indicated in the RTT application.
- Completing, with all LEAs, a gap analysis in the summer of 2011 on student-performance goals and structures to support RTT activities to inform more detailed, in-depth planning for the scope of work for years two through four.
- Developing, scheduling, and providing, in partnership with the selected contractor and Rhode Island LEAs, *study of the standards* professional-development opportunities for Rhode Island educators.
- Completing the development of the Rhode Island Model Evaluation System and providing training to educators on implementing the system.
- Sharing on the RIDE website reports of progress toward RTT goals and toward state goals for student achievement.
- Implementing a framework for engagement to gather input and feedback from the education field and other stakeholders.

Expectations for Years Two through Four

Years two through four will focus on the following activities:

- Revising and strengthening scopes of work based on gap analyses, performance data, and feedback from stakeholders.
- Developing and implementing all RTT systems of support.
- Monitoring the fidelity of implementation for all RTT systems of support.
- Accessing technical assistance from USED through the assigned program officer, communities of practice, the technical-assistance network, and scheduled informational meetings.
- Sharing with all Rhode Islanders, through use of the RIDE Web site, reports of progress toward RTT goals and toward state goals for student achievement.
- Implementing a framework for engagement to gather input and feedback from the education field and other stakeholders.

Process for Developing Program and Budget Plans for Years Two through Four

In the 2010-2011 year, using the approved LEA scopes of work, RIDE will conduct with all LEAs an in-depth analysis of the adaptive challenges that LEAs identified, re-examine the gaps in student-performance, and engage LEA teams in a reflective process that examines readiness to implement the five support systems in years two through four of RTT implementation. This programmatic review will enable LEAs to articulate additional tasks that must be addressed to ensure successful implementation of each of the systems in subsequent years. This process will result in modifications to the LEAs' original scopes of work, which will be reviewed by a RIDE team. At a minimum, RIDE will complete a review of the LEA scopes of work once a year in the early spring. All modifications will be documented as addendums to the original documents.

Concurrently, RIDE will conduct a budget meeting with each LEA to complete a detailed budget for each of the support systems for years one and two. For each of the support systems, LEA allocations have been identified based on the relative shares of Title I, Part A funding. LEA RTT funds will be used primarily for the design and development of the support systems, professional development, including replacement costs, and school personnel costs for evaluation, induction, and intervention. Final allocations for each support system will be based on the actual expenditures. LEAs will submit their budget proposals to RIDE for approval, and funds will be disbursed via RIDE's existing federal grants management system, Accelegrants. This budgeting process was conducted in February and March 2011. These funds will be reviewed quarterly, and all modifications will be documented using the Accelegrants system. Based on the modified scopes of work, LEAs will submit budget proposals for years three and four for RIDE's review and approval.

State Goals

Race to the Top presents bold yet achievable goals that will dramatically accelerate student achievement by strengthening our teachers and leaders and the systems that support them in our state. Rhode Island is positioned to achieve by 2015 the following ambitious student-achievement and gap-closing goals:

- 90% of students entering fourth grade and eighth grade will be proficient in reading, as measured by the state assessment.
- 90% of students entering fourth grade and 75% of students entering eighth grade will be proficient in mathematics, as measured by the state assessment.
- Achievement gaps will be cut in half, as measured by the state assessment.
- 85% of students will graduate from high school.
- 77% of students who graduate from high school will enroll in postsecondary education within 16 months.
- 70% of high school students who enroll in postsecondary education within 16 months of graduation will complete their first year.
- No student will have two ineffective teachers in a row.

In addition to using our state assessment, Rhode Island will track student achievement using the National Assessment of Educational Progress (NAEP). By 2015, 55% of students entering fourth grade and eighth grade will be proficient in reading and mathematics on the NAEP, and achievement gaps will be cut in half on the NAEP.

Statewide Performance Measures

To hold ourselves accountable, we have established annual milestones, or performance measures, to ensure that we are making progress toward reaching each of our goals.

Rhode Island Goals and Performance Measures	2009	2010		2011		2012	2012	2013	2014
	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Goal
Students entering the fourth grade will be proficient in reading on NECAP	67%	70%	68.7%	75%	70.5%	81%	69%	86%	90%
<i>-The gap between white and black students will be cut in half</i>	27	26	23.8	24	22.5	20	25.7	16	13.5
<i>-The gap between white and Hispanic students will be cut in half</i>	28	26	25.0	23	29.5	19	29.3	16	14
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	29	27	24.6	24	26.7	20	28.5	17	14.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	50	47	49.9	42	49.6	35	50.5	29	25
Students entering the fourth grade will be proficient in mathematics on NECAP	62%	65%	63.2%	70%	64.8%	77%	64.5%	84%	90%
<i>-The gap between white and black students will be cut in half</i>	32	30	27.1	27	31.7	23	31	19	16
<i>-The gap between white and Hispanic students will be cut in half</i>	32	30	25.6	27	30.4	23	30.2	19	16
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	30	28	26.8	25	28.8	21	29.6	18	15
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	44	41	45.8	36	45.0	30	48.4	25	22
Students entering the eighth grade will be proficient in reading on NECAP	70%	73%	73.7%	77%	77.1%	82%	77.2%	87%	90%
<i>-The gap between white and black students will be cut in half</i>	28	26	24.4	23	23.9	19	20.7	16	14
<i>-The gap between white and Hispanic students will be cut in half</i>	31	29	29.5	26	27.4	22	26.2	18	15.5
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	29	27	25.8	24	23.1	20	23.5	17	14.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	50	47	45.6	42	50.2	35	49.4	29	25
Students entering the eighth grade will be proficient in mathematics on NECAP	54%	57%	54.1%	61%	58.3%	66%	58.1%	71%	75%
<i>-The gap between white and black students will be cut in half</i>	34	32	32.3	29	30.9	24	30.6	20	17
<i>-The gap between white and Hispanic students will be cut in half</i>	33	31	32.7	28	33.5	23	33.0	19	16.5
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	33	31	31.5	28	30.8	23	32.7	19	16.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	47	44	45.4	39	50.9	33	51.0	28	23.5
85% of students who first entered 9th grade 4 years prior will graduate from high school	75%	76%	76%	77%	76.6%	80%	77.1%	83%	85%
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	71%	72%	63.2%	73%	63.5%	75%	62.8%	76%	77%
70% of high school students who enroll in an institution of higher education within 16 months of graduation will complete at least one year's worth of credit within two years of enrollment in the IHE	61%	62%	59.8%	63%	76.2%	65%	75.7%	68%	70%

Relationship of SEA Scope of Work to LEA Scopes of Work

The Rhode Island RTT plan is a unified, statewide plan. Because of the small size of the state, the Rhode Island RTT plan was strategically designed to pool SEA and LEA resources to build systems of support that would benefit all participating LEAs and increase student achievement across the state.

Because RIDE is leading the development of the statewide systems of support in collaboration with LEAs, RIDE identified in the scope of work the tasks that the state and LEAs will complete together. RIDE asked LEAs to complete their scopes of work by identifying: 1) adaptive challenges they foresee in implementing RTT; 2) structures in place within the LEA that enhance readiness to implement RTT and could be shared with other LEAs; and 3) strategies for engaging all members of their LEA and school communities around the expectations and implementation activities of the strategic plan.

The Rhode Island SEA and LEA scopes of work are inherently aligned because they share the five systems of support and the technical tasks required to develop each system. The SEA scope of work expands upon the LEA scopes of work, in that it includes more detail about the tasks to be completed collaboratively and includes additional state-level tasks that are not part of the LEA scopes of work.

SEA Structures and Supports for Implementation

To support RTT implementation, RIDE will recruit and hire team members who will be accountable for achieving the ambitious goals set forth in the strategic plan and will establish contracts with vendors to enhance state and local capacity where indicated in the RTT application. The table of organization included as Attachment 1 illustrates the internal structure at RIDE that will support implementation of RTT. The table in the following section, *Personnel and Consultants*, lists the key staff members and consultants responsible for RTT implementation. Throughout the SEA scope of work, RIDE has identified personnel supported by other fiscal resources in addition to RTT.

With support from a contracted vendor, RIDE will conduct with all LEAs an in-depth analysis of the adaptive challenges that LEAs identified in their scopes of work, as well as gaps in student-performance data and readiness to implement the five systems of support. This information will inform revisions to the scopes of work for years two through four, will facilitate the sharing of best practices and existing structures among LEAs, and will assist RIDE in targeting additional support to LEAs based on their needs.

In addition to RIDE internal structures, Rhode Island has established an external advisory committee of engaged stakeholders to support RTT implementation. The committee, which began as a steering committee during the development of the Rhode Island Phase I RTT application, is composed of representatives from the state superintendents' association, the school committees' association, teachers' unions, charter public schools, parent organizations, student advocacy groups, the business community, and elected officials from the local and state levels. The committee will meet on a quarterly basis beginning in 2011 to receive progress updates from RIDE and to advise RIDE on issues related to RTT implementation. Assistance, input, and feedback from the committee will assist RIDE in the statewide implementation of RTT as well as in enhancing LEAs' capacity for implementation.

To ensure fidelity of implementation, RIDE will design and implement the "EdStat" system for performance management and progress monitoring within the SEA and will work with state and LEA leaders to establish benchmarks and a process for monitoring implementation at the SEA and LEA level¹. The performance measures provided in the application (See Attachment 2) will be included in our monitoring of results. RIDE will analyze results to identify best practices and improvement strategies based on performance data at the state and LEA levels.

The Rhode Island RTT budget totals \$75 million, which includes the 50% share for participating LEAs. RIDE has prepared budgets for each support system, and these budgets include both the SEA and LEA cost estimates. RIDE has bundled the SEA operations cost estimates for each project, and these estimates include salary and wage, operating, equipment and indirect cost projected expenses. The budgets also include separate line items for consultant costs and LEA allocations. LEAs will use their funds primarily for the design and development of the support systems; professional development, which will include replacement costs; and school personnel costs for evaluation, induction, and intervention.

RIDE will disburse funds to LEAs based on actual expenditures, with the exception of design and development funds. RIDE allocated design and development costs to LEAs based on their relative shares of Title I, Part A funding. RIDE will set aside these funds for costs incurred during the development of the support systems and will manage the internal budgeting process of these funds. To ensure sufficient capacity at all levels of the education system, the SEA budget includes an estimated \$4 million to supplement participating LEAs for whom the Title I formula

¹ Monitoring fidelity of implementation of Race to the Top projects is achieved through both the EdStat process and the Collaborative Learning for Outcomes (CLO) process conducted with LEAs. The state's performance monitoring plan describes the CLO process that was implemented starting in July 2011.

may result in insufficient funding to implement the RTT initiatives. The Title I formula that is used to allocate LEA funds will allow for some participating LEAs to receive more funds than the projected amounts needed to implement the RTT plans.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding State & Local Capacity.

Personnel and Consultants	Title
1. Deborah A. Gist	Commissioner of Education
2. David Abbott	Deputy Commissioner of Education
3. Clark Green	Chief of Staff
4. Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
5. Andrea Castaneda	Chief of Accelerating School Performance
6. Mary-Beth Fafard	RTT Coordinator/ Strategic Planner
7. Mark Dunham	Director of Finance
8. David Alves	Grant and Finance Officer
9. Crystal Martin	Senior Financial Officer
10. Kristy Martin	ARRA Program Coordinator
11. Alaina Restivo	Performance Management Executive
12. Leah McPhail	Executive Administrative Assistant
13. UPD Consulting	Performance Management/Progress Management
14. Sandra Lanni	Legal Services
15. Vacant	CLO Coordinator

Working with USED on Implementation

RIDE will work closely with its assigned program officer from USED throughout the implementation of RTT. Monthly reports submitted to USED will contain a description of

activities completed, a description of activities projected for the month ahead, any changes requested to the plan, timelines, or key personnel outlined in the SEA scope of work, and any areas in which technical assistance or USED support could be used. These regular updates on the progress made toward the state's deliverables and goals will assist RIDE and USED in working together to ensure fidelity of implementation in accordance with the approved state plan. RIDE will participate in the required on-site program reviews. In addition, RIDE will submit to USED amendment(s) to the SEA scope of work when revisions to goals, activities, timeline, budget or annual targets may be needed.

Technical Tasks, Deliverables, Milestones and Timeframe

Below 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” is placed in the table to indicate when the deliverable will be completed. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

			Project Sponsor/ Lead: Mary-Beth Fafard								
Organizational Oversight			Year 1	Year 2		Year 3				Year 4	
1.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011- Aug 2012		Sept- Nov 2012	Dec 2012 Feb 2013	Mar-May 2013	Jun-Aug 2013	Sept 2013 - Aug 2014	
1.100	Oversee implementation of Race to the Top through RTT Internal Oversight Team	Create process for quarterly progress monitoring	X	X	X	Document Progress	Document Progress	Document Progress	Document Progress	X	X
1.200	Establish project teams, state leads and work plans	List of key staff and work plans	X								
1.300	Resource project teams by recruiting and hiring staff	New staff hired	15	7	X	Assess personnel needs	Assess personnel needs	Assess personnel needs	Assess personnel needs		
1.400	Acquire technical expertise for development of RFPs based on market research and stakeholder input and establish method for engaging vendors to support project initiatives at state and LEA levels	Vendor selected RFPs developed	X								
1.500	Establish RTT advisory committee of engaged stakeholders, conduct quarterly meetings, and solicit recommendations for improving implementation	Steering Committee established; Quarterly Meetings, Annual Reports	X	X	X	X	X	X	X	X	X
1.600	Prepare and federal reporting requirements related to Race to the Top	Monthly and ad-hoc reports completed	X	X	X	3 reports; APR	3 reports	3 reports	3 reports	X	X
1.700	Collaborate with other RTT states for cross-state learning and	Events attended, community of	X	X	X	3 peer calls	3 peer calls	3 peer calls	3 peer calls	X	X

	participate in ED learning opportunities	practices participation									
1.800	Identify technical assistance needs and challenges for USED	Needs Inventory and assessments Monthly reports	X	X	X	X	X	X	X	X	X
1.900	Prepare policy and program modifications to state scope of work for federal approval, as needed	Submit program activity and timeline change amendments	X	X	X	Document progress	Document progress	Document progress	Document progress	X	X
1.910	Revise and adjust SEA SOW based on performance information, progress monitoring and submitted amendments	Updated SOW and supplemental SOW	X	Year 2 Supplemental SOW	Revised SOW		Revised SOW		Revised SOW	X	X

			Project Sponsor/ Lead: Mary-Beth Fafard and Alaina Restivo								
Performance Management and Progress Monitoring ²			Year 1	Year 2		Year 3				Year 4	
2.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011- Aug 2012		Sept - Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June-Aug 2013	Sept 2013 - Aug 2014	
2.100	Develop RFP and select vendor for design, implementation and operation of performance management system for state and LEAs	Vendor selected	X								
2.200	Analyze LEA adaptive challenges in implementation	Analytical synthesis report of statewide challenges	X	Gap Analysis Report	End of year report				X		X
2.300	Work with state and LEA leaders to establish benchmarks and process for monitoring	Report of state and LEA benchmarks and monitoring protocols	X								
2.400	Design system for performance management and progress monitoring with vendor support	Performance management system and progress monitoring system; Progress monitoring submission to USED	X								
2.500	Implement system for performance management and progress monitoring with LEAs and identify improvement strategies and best practices	CLO summary trend reports	X	X	X	9 CLO mtgs; summary trend report	X	X			
2.5500	Implement system for performance management and progress monitoring with RTT project teams and identify improvement strategies and best practices	Performance management and progress monitoring reports and meetings		X	X	EdStat mtgs; Document progress	X	X			

² All Race to the Top projects monitor fidelity of implementation using a combination of the EdStat process and the CLO process. Given these performance management processes, project tasks that identified monitoring fidelity of implementation in partnership with LEAs have been incorporated in this section of the scope of work and not stated in the individual project section of the scope of work. Specifically, the following tasks have been removed: 5.700 and 8.800.

2.600	Modify and adjust SEA and LEA performance management and progress monitoring system based on input from LEAs and other stakeholders	Adjustments to the performance monitoring plan	X		X				X		
2.700	Analyze performance results as well as other performance targets	Performance results and targets reports	X	X	X	50 LEA quarterly reports	X	X			
2.800	Provide performance and progress monitoring information to program teams	Analysis of learning from implementation	X	X	X	Program area data/trend analysis	X	X			

			Project Sponsor/ Lead: Mary-Beth Fafard								
Communication and Outreach			Year 1	Year 2		Year 3				Year 4	
3.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011- Aug 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June-Aug 2013	Sept 2013 - Aug 2014	
3.100	Develop multi-year communication plan	Multi-year communication plan	X								
3.200	Implement effective strategies for engagement with LEAs and stakeholders	Engagement meetings with stakeholders	X	X	X	1 Steering Cmte Mtg	X	X			
3.300	Coordinate and prepare communication content from internal staff to the field	Written Communication	X	X	X	3 RTT field memo updates; project communication to field	3 RTT field memo updates; project communication to field	3 RTT field memo updates; project communication to field	3 RTT field memo updates; project communication to field	X	X
3.400	Evaluate effectiveness of communication and engagement	Analysis of feedback from engagement activities	X	X	X		X		X		X
3.500	Revise communication plan based on input from performance management, stakeholder feedback, and advisory committee	Revised communication plan for Year 3 and Year 4			X				X		

			Project Sponsor/ Lead: Mark Dunham								
Budget and Finance			Year 1	Year 2		Year 3				Year 4	
4.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar - May 2013	June-Aug 2013	Sept 2013 - Aug 2014	
4.100	Establish and apply fiscal controls and accounting procedures for program funds	Budget management system, procedure and policies documented	X	X	X	Document progress	Document progress	Document progress	Document progress	X	X
4.200	Create budget guidance for allocating LEA funds using web-based federal grants management system	Guidance documents	X								
4.300	Approve LEA budget amendments and cash reimbursements	Establish budget amendment procedure and cash reimbursement process	X	X	X	Cash Reimbursements	Amendment approvals; Cash Reimbursements	Cash Reimbursements	Amendment approvals; Cash Reimbursements		X
4.400	Monitor state and LEA expenditures for adherence to program guidelines	Expenditure reports	X	X	X	Yr 2, Q4 report	Yr 3, Q1 report	Yr 3, Q2 report	Yr 3, Q3 report	X	X
4.500	Prepare and complete federal reporting requirements relating to Race to the Top and ARRA	ARRA reports completed and submitted to USED	X	X	X	1512 and job reporting	1512 and job reporting	1512 and job reporting	1512 and job reporting	X	X
4.600	Redirect funding as appropriate, and with USED approval, when needed	Revised budgets	X	X	X	Document progress	X	Document progress	X	X	X

Budget Years 1-4

Below is the estimated budget for State and Local Capacity which may be amended as needed in accordance with USED guidelines. Net savings will be directed into the following areas: 1) conduct deeper trainings throughout the districts to build additional capacity within LEAs in order to sustain the systems of reform beyond the RTT grant period; 2) identify and mentor those individuals who need additional, deeper-level, targeted support specifically in our persistently lowest performing schools; 3) develop and establish innovative alternative approaches to learning, such as the virtual high school initiative; and 4) enroll currently non-participating districts into various targeted projects upon review and approval of the Commissioner and USED.

State and Local	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	\$235,189	\$441,484	\$428,090	\$379,223	\$1,483,986
Contractual	\$678,028	\$380,923	\$733,190	\$580,143	\$2,372,284
LEA Allocation	\$0	\$4,335	\$7,198	\$7,000	\$18,533
Funding for Involved LEAs	\$0	\$0	\$43,250	\$43,250	\$86,500
Supplemental Funding for Participating LEAs	\$0	\$0	\$100,000	\$4,182,281	\$4,282,281
Discretionary awards to LEAs*					\$0
Total	\$913,217	\$826,742	\$1,311,728	\$5,191,897	\$8,243,584

**Final discretionary grants to eligible LEAs will be awarded for activities that are related to and support RIDE's strategic plan and the RTT approved Scopes of Work.*

**System of Support One:
Standards and Curriculum**

System of Support One: Standards and Curriculum

SEA Goals and Commitments to Support System One

By the year 2015, Rhode Island educators will be ready to implement instruction and assessments that are aligned with the Common Core. The 5,000 educators who will have gone through a *Study of the Standards* will facilitate a process to support their peers within their LEAs to help fellow educators understand the Common Core. Working in partnership, RIDE and LEAs will develop model curricula in English-language arts, mathematics, science, and social studies. These curricula will be available through the Rhode Island *Instructional Management System*.

RIDE Commitments:

1. RIDE will coordinate the process to train educators on the Common Core using the Study of the Standards Protocol.
2. RIDE will work with LEAs to schedule the training of the Study of the Standards beginning in March of 2011 and continuing through the summer of 2012.
3. RIDE will work with Intermediary Service Providers to ensure that they are well-prepared, credible, certified and ready to deliver the protocol.
4. RIDE will coordinate the curriculum work and support collaborative efforts by being responsive to needs and concerns among LEAs.
5. RIDE will facilitate LEAs working together on each of the model curricula.

Local Education Agency Commitment:

1. Coordinate and schedule with RIDE the educators who will participate in the Study of the Standards.
2. 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.
3. Adopt and use a curriculum that is challenging and aligned to state standards in science and rigorous standards in social studies, including RI's Civic Standards.

4. Ensure that a small group of teachers attend training on project-based learning that is aligned with the Common Core standards and Engineering and Technology standards (only applies to Providence).

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System One: Standards & Curriculum.

Personnel and Consultants	Title
1. Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
2. Phyllis Lynch	Director of Curriculum Instruction and Assessment
3. Kate Schulz	Curriculum Specialist
4. Colleen O’Brien	Assessment and Literacy Specialist
5. Peter McLaren	Assessment and Science Specialist
6. Jasmine Rezendes	Administrative Assistant
7. Kamlyn Keith	PARCC Project Specialist
8. The Dana Center	Intensive Curriculum Alignment
9. Frank Locker Educational Planning	Project-Based Learning

Technical Tasks, Deliverables, Milestones and Timeframe

Below 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” is placed in the table to indicate when the deliverable will be completed. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

Study of the Standards			Project Sponsor/ Lead: Mary Ann Snider and Phyllis Lynch								
			Year 1	Year 2		Year 3				Year 4	
5.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar - May 2013	June-Aug 2013	Sept 2013 - Aug 2014	
5.100	Develop comprehensive implementation plan and timeline	Plan and timeline	X								
5.200	Coordinate training schedule for LEAs	District schedule	X								
5.300	Prepare training protocols, tools, processes with contractor and ISPs	Protocol and materials	X								
5.350	Establish higher education leadership team to engage faculty in the standards and the alignment K-12 Common Core Standards and assessments with higher education systems.	Engagement plan	X								
5.375	Communicate opportunities for standards training for higher education faculty.	schedule of available training dates	X	X	Additional as needed						
5.400	Deliver training to LEAs	Number of LEAs trained and educators reached	50%	10 LEAs engaging in training; 750 educators trained	5 LEAs engaging in training; 450 educators trained	Additional as needed	Additional as needed	Additional as needed	Additional as needed		
5.450	Deliver training to Higher Education Mathematics, English, and Teacher Preparation faculty	Higher Education training sessions as needed	X	1 session for higher ed faculty	2 sessions for higher ed faculty						

5.500	Evaluate effectiveness of delivery of training and make necessary modifications	Written analysis of training feedback	X	X	X						
5.600	Provide LEAs with technical assistance around application of standards	Technical assistance		X	X	As Needed	As Needed	As Needed	As Needed	X	X

			Project Sponsor/ Lead: Mary Ann Snider and Phyllis Lynch								
Intensive Curriculum Alignment			Year 1	Year 2		Year 3				Year 4	
6.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar - May 2013	June-Aug 2013	Sept 2013 - Aug 2014	
6.100	Develop comprehensive implementation plan and timeline for engaging LEAs in model curriculum development	Plan and timeline	X								
6.200	Prepare a curriculum audit tool for the content areas	Curriculum audit tool	X								
6.300	Train education leaders and teachers to conduct curriculum audit	LEA leaders and teachers trained	X	X	Additional as needed	X	X				
6.400	Analyze results and develop state plan for model curriculum development and implementation	5-year state plan	X								
6.500	Facilitate the development of RTT and MSP-funded curricula in LEA partnerships with the contractor and ISPs	Number of LEA generated model curriculum	X		10 model curricula				1 model curriculum developed	X	3
6.550	Facilitate the development of integrated units of study using Mathematics; Science; and Engineering and Technology standards.	Integrated units of study developed				X	X	X	X	X	
6.600	Disseminate model curricula and units of study amongst LEAs	Include curricula on IMS platform				X	X	X	X	X	X
6.700	Monitor the development of model curriculum in partnership with LEAs and contractor	Written progress report	X	X	X	Document progress	Document progress	Document progress	Document progress	X	X

			Project Sponsor/ Lead: Mary Ann Snider and Phyllis Lynch								
Project-Based Learning			Year 1	Year 2		Year 3				Year 4	
7.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar - May 2013	June-Aug 2013	Sept 2013 - Aug 2014	
7.100	Working with Providence, develop and implementation plan and timeline for project-based learning high school pilot	Plan and timeline	X								
7.200	Develop an RFP and select vendor for project-based learning design and training.	Vendor selected		X							
7.300	Design project-based learning pilot with LEA and vendor	Pilot design		X	X						
7.400	Select and sites(schools) for training and implementation	Sites (schools) selected		X							
7.500	Coordinate schedule for training with Providence	Training schedule			X						
7.600	Train team from each school on project-based learning	Professionals trained from 2 schools			X	X	X	X	X		
7.700	Monitor fidelity of implementation in selected sites	Evaluation report				X	X	X	X		

Budget: Years 1- 4

Below is the estimated budget for Support System 1: Standards and Curriculum which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

Standards & Curriculum	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	\$114,834	\$219,953	\$176,832	\$152,799	\$664,418
Study of the Standards & Intensive Curriculum Alignment					
Contractual	\$175,084	\$1,591,539	\$1,441,739	\$1,050,302	\$4,258,664
LEA Allocation		\$919,089	\$1,086,969	\$645,801	\$2,651,859
Project Based Learning					
Contractual	\$0	\$0	\$21,989	\$26,011	\$48,000
LEA Allocation	\$0	\$0	\$19,185	\$20,000	\$39,185
Supplemental Funding for Participating LEAs		\$0	\$160,097	\$0	\$160,097
Total	\$289,918	\$2,730,581	\$2,906,811	\$1,894,913	\$7,822,223

**System of Support Two:
Instructional Improvement Systems**

System of Support Two: Instructional Improvement Systems

SEA Goals and Commitments to Support System Two:

By the year 2015, Rhode Island educators will have access to and will effectively use a statewide Instructional Management System that provides access to an array of data analysis, assessment, and instructional tools. Leadership teams in all of our schools will have been trained in the effective use of formative, interim, and summative data and in the instructional resources on the Instructional Management System. These leadership teams will have facilitated trainings and will support educators in their schools to effectively use data and instructional resources.

RIDE Commitments:

1. RIDE will design and implement a statewide Instructional Management System.
2. RIDE will engage stakeholders in the development of the Instructional Management System to gain input on what components should be included in the system.
3. RIDE will provide trainings on the use of data, formative assessment processes and the Instructional Management System to school leadership teams.
4. RIDE will create assessment, instruction, and data analysis tools that are manageable yet invaluable resources for educators.

Local Education Agency Commitment:

1. Facilitate and engage all educators in the formative assessment training modules and integrate formative assessment practices into daily instruction.
2. Access the Formative Assessment Training Modules starting in Fall 2012.
3. Provide all educators' access to the Interim Assessments available on the Instructional Management System beginning in Summer 2012.

4. Develop and implement plan to use Interim Assessments so that student data is used to monitor and support student progress.
5. Maintain high quality local student information systems by ensuring high-quality data is entered into the system.
6. Provide all educators with access to the statewide Instructional Management System tools and resources.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System Two: Instructional Improvement Systems.

Personnel and Consultants	Title
1. Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
2. Phyllis Lynch	Director of Curriculum Instruction and Assessment
3. Andrea Castaneda	Chief of Accelerating School Performance
4. Sharon Lee	Director of Multiple Pathways
5. Van Yidana	Accountability Specialist
6. Ana Karantonis	Assessment Specialist
7. Laura Kacewicz	Assessment Specialist
8. Jessica Brown	Assessment Specialist
9. Lindsay Wepman	Assessment Specialist
10. Shoba Annavarjula	Sr. Data Systems Administrator
11. Jessica Murphy	Administrative Assistant
12. Heather Heineke	Assessment Specialist
13. Robert Measel	ELL Specialist
14. TechComm Partners	Formative Assessment Professional Development

15. Measured Progress	Interim Assessments
16. Pinnacle by Global Scholar	IMS Data System and Training
17. Exceed by Global Scholar	IMS Data System and Training
18. UPD Consulting	Early Warning System

Technical Tasks, Deliverables, Milestones and Timeframe

Below 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” is placed in the table to indicate when the deliverable will be completed. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

			Project Sponsor/ Lead: Mary Ann Snider and Phyllis Lynch								
Formative Assessments			Year 1	Year 2		Year 3				Year 4	
8.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
8.100	Develop comprehensive implementation plan and timeline	Plan and timeline	X								
8.200	Develop draft instructional management system framework	Draft instructional management framework	X								
8.300	Develop and implement an engagement process for LEA input and feedback	Engagement plan and briefing documents	X								
8.400	Develop RFP for formative assessment select vendor	Vendor acquired	X								
8.500	Design formative assessment content, processes, & protocols for using formative assessment in daily instruction	Processes & protocols for using content		Processes and protocols							
8.600	Coordinate facilitator training with LEAs	Training plan and schedule; Train LEAs		Training plan	Training schedule	Train LEAs			Train LEAs		
8.700	Develop and deliver professional development modules to identified LEA cohorts of educators	Formative Assessment PD modules on IMS		X	X	Module 1 on IMS	Modules 2-3 on IMS	Modules 4-5 on IMS			
8.800	Evaluate and revise modules as necessary	Revised modules as needed							As Needed	X	X

			Project Sponsor/ Lead: Mary Ann Snider and Phyllis Lynch								
Interim Assessments			Year 1	Year 2		Year 3				Year 4	
9.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June-Aug 2013	Sept 2013 - Aug 2014	
9.100	Develop comprehensive implementation plan and timeline	Plan and timeline	X								
9.200	Develop draft instructional management system framework	Draft instructional management framework	X								
9.300	Develop and implement an engagement process for LEA input and feedback	Engagement plan and briefing documents	X								
9.400	Develop RFP for interim assessment, select vendor	Vendor acquired	X								
9.450	Refine assessments platform requirements with vendor and approve design	Requirements		X							
9.500	Design Interim Assessment Tools and supporting documentation	fixed-form assessments and test construction tool on IMS				1 st fixed form assessment	Test construction tool; 2 nd fixed form assessment	3 rd fixed form assessment			
9.550	Test functionality of testing engine, item quality, and delivery, scoring and reporting via IMS (including accessibility accommodations)	User testing and review by teachers				X					
9.600	Build training processes, & protocols for administering and scoring the interim assessments	Training modules, processes & protocols			Administration/ scoring protocols; Scoring guidance document				Revise as needed		
9.700	Coordinate training on the administration and scoring of Interim Assessments with LEAs; Communicate	Training delivered to LEAs			Fixed Form Assessments		Test Construction Tool	Additional Support as needed	Additional Support as needed	X	X

	to field about purpose of assessments, intended use, timeline, etc.										
9.800	Monitor the fidelity of assessment implementation and continued use in partnership with LEAs	Evaluation report				X	X	X	X	X	X
9.900	Evaluate and revise as necessary	Revised work plans				X	X	X	X	X	X

			Project Sponsor/ Lead: Mary Ann Snider and Phyllis Lynch								
Instructional Management System			Year 1	Year 2		Year 3				Year 4	
10.000	Technical Tasks	Deliverables	Sept 2010 - Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
10.100	Develop comprehensive implementation plan and timeline	Plan and timeline	X								
10.200	Develop draft instructional management system framework and define general functional requirements for platform	Framework and functional requirements for each platform	X								
10.300	Develop and implement an engagement process for LEA input and feedback	Engagement plan and briefing documents	X								
10.400	Create statewide data governance decision making body and work with LEA data stewards on implementation	Statewide data dictionary with data collection and exchange standards	X								
10.500	Develop RFP for instructional management system, select vendor	Vendor acquired	X								
10.600	Build instructional management system data platform	IMS data dashboards			2	Revise as needed	Revise as needed	Revise as needed	Revise as needed	X	X
10.650	Integrate additional platforms into IMS platform	Integrated IMS			Formative PD Modules & Interim assessment						
10.700	Coordinate roll-out of instructional management system to LEAs	Comprehensive roll-out plan			X						
10.800	Monitor the fidelity of continued use in partnership with LEAs	Evaluation report				X	X	X	X	X	X

			Project Sponsor/ Lead: Mary Ann Snider and Phyllis Lynch								
'Using Data' Professional Development			Year 1	Year 2		Year 3				Year 4	
11.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
11.100	Develop comprehensive implementation plan and timeline for engaging LEAs in data training	Plan and timeline	X								
11.200	Develop RFP for training design, select vendor	Vendor acquired			X						
11.300	Build training modules, processes, & protocols for using data to accelerate student achievement	Training modules, processes, & protocols		Draft training modules and protocols	Training modules and protocols complete						
11.400	Coordinate training for school leadership teams with LEAs	Training schedule for leadership teams			X						
11.500	Deliver training to identified LEA leadership teams	700 principals and school leaders trained						X	X	X	X
11.600	Monitor the fidelity of data use in partnership with LEAs	Evaluation report				X	X	X	X	X	X
11.700	Evaluate and revise training as necessary	Revised work plans				X	X	X	X	X	X

			Project Sponsor/ Lead: Andrea Castaneda and Sharon Lee								
Early Warning System			Year 1	Year 2		Year 3				Year 4	
12.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 – Aug 2014	
12.100	Develop comprehensive implementation plan and timeline	Plan and timeline	X								
12.200	Develop draft early warning indicators framework in collaboration with vendor	Draft framework	X								
12.300	Develop and implement an engagement process for LEA input and feedback on identifying students at risk of dropping out	Engagement plan and briefing documents	X								
12.400	Identify predictor indicators for high school dropout, graduation, and post high school success/failure.	List of indicators based on local data and national best practice research	X	X	X						
12.500	Develop RFP for student-level early warning system and select vendor	Select vendor			X						
12.550	Develop early warning system requirements for IMS	Requirements gathering		X	X						
12.600	Build early warning indicators tool with vendor support	Early warning indicator tool			X	IMS Screener	RIDE Data Mart	Testing	Revisions as Needed		
12.700	Coordinate training for school leadership teams with LEAs	Training schedule					X	X	X	X	X
12.800	Deliver Training to identified LEA leadership teams	Selected district-level leaders trained						Create training supports for EWS	Provide TA for EWS	X	X
12.900	Identify resources and plan for ongoing evaluation	Evaluation budget								X	X

Budget: Years 1- 4

Below is the estimated budget for Support System 2: Instructional Management System which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

Instructional Management System	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	\$121,003	\$435,412	\$491,227	\$487,461	\$1,535,103
Instructional Management System					
Contractual	\$0	\$694,190	\$1,965,295	\$1,047,735	\$3,707,220
LEA Contribution - Formative Assessment	\$0	\$0	\$0	\$34,000	\$34,000
LEA Allocation - Formative Assessment	\$0	\$32,825	\$349,965	\$168,028	\$550,818
LEA Contribution - Interim Assessment	\$0	\$2,591,056	\$2,947,847	\$661,447	\$6,200,380
LEA Allocation - Professional Development on Using Data	\$0	\$1,727	\$578,452	\$290,236	\$870,415
LEA Contribution - Help Desk / Infrastructure	\$0	\$352,300	\$232,690	\$152,510	\$737,500
LEA Contribution- Design and Development of the instructional management system, on-line tool kit and licensing fees	\$0	\$746,953	\$1,133,645	\$281,547	\$2,162,145
LEA Allocation – Implementation of Data Systems (to include data entry)	\$0	\$9,637	\$256,253	\$125,956	\$391,846
LEA Contribution – Data Systems Project Management	\$0	\$0	\$404,796	\$118,812	\$523,608
Early Warning System					
Contractual	\$0	\$3,788	\$69,178	\$25,000	\$97,966
LEA Allocation	\$0	\$0	\$0	\$0	\$0
Total	\$121,003	\$4,867,888	\$8,429,348	\$3,392,762	\$16,811,001

System of Support Three: Educator Effectiveness

System of Support Three: Educator Effectiveness

SEA Goals Commitments to Support System Three:

By the year 2015, Rhode Island educators' performance will be evaluated under a system that provides actionable and continuous feedback as the anchor of a system that focuses on student-achievement growth and supports educators' professional growth. District professional-development opportunities will be informed by evaluation results and designed to improve practice.

RIDE Commitments:

1. RIDE will coordinate the development of the RI Educator Evaluation System that meets state Standards.
2. RIDE will collaborate with the educational community to develop the RI Educator Evaluation System.
3. RIDE will develop and provide support and training to LEA teams so that they can understand and implement the evaluation system with fidelity.
4. RIDE will recruit and train Intermediary Service Providers to support the implementation and sustainability of the system.
5. RIDE will design, build, and use an evaluation system.

Local Education Agency Commitments:

1. Participate in the development of the new educator evaluation system.
2. Identify a district evaluation team that will work closely with RIDE.
3. Participate in training to implement the evaluation system with fidelity.
4. Monitor the implementation of the system and recommend refinements.
5. Monitor data required to implement and report results on educator evaluation.
6. Use the information from the evaluation system to inform personnel actions.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System Three: Educator Effectiveness.

Personnel and Consultants	Title
1. Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
2. Lisa Foehr	Director of Educator Quality
3. Ana Karantonis	Assessment and Instruction Specialist
4. Shoba Annavarjula	Sr. Data Systems Administrator
5. Sandra Forand	Educator Quality Fellow
6. Mary Keenan	Educator Quality Specialist
7. Tamika Pollins	Educator Quality Specialist
8. Tim Heavey	Educator Quality Specialist
9. Sarah Whiting	Educator Quality Specialist
10. Jessica Delforge	Educator Quality Specialist
11. Cameron Berube	Educator Quality & Certification Specialist
12. Jacqueline McKinney	Administrative Assistant
13. Laura Kacewicz	Assessment Specialist
14. Jessica Brown	Assessment Specialist
15. National Center for Improvement of Education Assessments	Student Growth Measures
16. My Learning Plan, Inc	Evaluation Data System
17. The New Teacher Project, Inc.	RI Model Design and Support, RI Model Implementation Training, Evaluation Intermediary Service Providers
18. UPD Consulting	Certification Program Redesign
19. TBA Consulting Group	Compensation Reform

Technical Tasks, Deliverables, Milestones and Timeframe

Below 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” is placed in the table to indicate when the deliverable will be completed. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

			Project Sponsor/ Lead: Mary Ann Snider and Lisa Foehr								
Educator Evaluation			Year 1	Year 2		Year 3				Year 4	
13.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
13.100	Develop comprehensive implementation plan and timeline	Plan and timeline	X								
13.200	Engage statewide advisory committee	Meet with RI Advisory and Technical Advisory Committees	X	X	X	X	1 TAC mtg held; add'l engagement as needed	1 TAC mtg held; add'l engagement as needed	X	X	X
13.300	Develop and implement Rhode Island educator evaluation system components for all state certified educators that meets state standards	Evaluation model (version 1.0)	X								
13.400	Design growth measures with support from a contractor and revise as needed	Growth measures adopted and revised as needed	X		Revised growth measures as needed			X			X
13.500	Develop professional practice rubrics with support from TNTP and revise as needed	revise rubrics as needed	X		Revised as needed			X			X
13.600	Field test and revise evaluation system model	Revised Model	X								
13.700	Partner with AFT I-3 award work on educator evaluation	MOU, partnership meetings	X								
13.800	Recruit/train ISPs to support implementation in LEAs	Cohort of trained ISPs	X								

13.900	Develop training modules for use by ISPs	Training protocols	X				X		X		
13.910	Coordinate training for school leadership teams with LEAs	Training schedule	X				X		X		
13.920	Deliver training to evaluators	Training sessions for LEAs completed	X	X	X	Summer Training comple				X	
13.930	Support LEAs implementation of The Rhode Island Educator Evaluation Model	On the ground support		X	X	Allocated based on LEA budgets	X	X	X	X	X
13.940	Collect yearly data, refine data collection elements	Sample data collected from LEAs		X	X	X	X	X	X	X	X
13.950	Develop an auditing and monitoring process for LEA fidelity of use	Process guidelines developed			X	Revise as needed	Revise as needed	Revise as needed	Revise as needed	X	X
13.960	Monitor the fidelity of continued use in partnership with LEAs	Evaluation report				X	X	X	X	X	X
13.970	Incorporate mechanisms to use evaluation results to inform and plan for collective professional development	Develop LEA training and support resources			X	As needed	As needed	As needed	As needed	X	X
13.980	Provide on-going evaluator training/ recalibration and capacity building	Training sessions			X	X	X	X	X	X	X
13.990	Evaluate and revise the system as necessary	Revised work plans and RI Educator Evaluation model as needed		X	X	As needed	As needed	As needed	As needed	X	X
13.991	Design and implement protocols, rubrics and tools for evaluating support professionals	Protocols, rubrics, and tools			X	X	X	X	X		

Evaluation System Design and Certification Data System Redesign			Project Sponsor/ Lead: Mary Ann Snider and Lisa Foehr								
			Year 1	Year 2		Year 3				Year 4	
14.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 – Aug 2014	
14.100	Develop comprehensive certification re-design plan and timeline	Plan and timeline	X								
14.200	Review and research other state systems, linkages of evaluation and licensure	Briefing document	X								
14.300	Develop and implement an engagement process for LEA input and feedback on certification	Technical Advisory Committee and briefing documents	X								
14.350	Develop RFP for certification program redesign and select vendor	Acquire vendor	X								
14.400	Design new, streamlined certification system	Revised system			X						
14.500	Adopt new Regents Regulations for certification	New regulations adopted			X						
14.600	Identify elements for a new certification database	Elements identified	X								
14.700	Hire programmers for certification data system	Programmers hired		X	X						
14.800	Develop new certification database linked to effectiveness	New database complete					X				
14.900	Develop new portal in certification database for use by preparation programs certification database	New portal						X			
14.910	Maintain and refine certification database	Quarterly reports on improvements						X	X	X	X
14.920	Identify elements for evaluation system database	Elements identified	X								

14.930	Develop RFP to design the evaluation system database linked to certification (EPSS)	Acquire vendor	Develop RFP	Select vendor							
14.940	Develop evaluation system database	New database		X							
14.950	Enhance evaluation database	Add teacher links, reports and other functions				X	X				
14.960	Design and implement communication and information for roll-out with educator preparation programs and educators on both systems	Communication Plan			X	X	X	X	X		
14.970	Maintain and refine evaluation database	Quarterly reports on improvements						X	X	X	X
14.980	Monitor the functionality and effectiveness of new systems	Evaluation report				X	X	X	X	X	X

			Project Sponsor/ Lead: Mary Ann Snider and Lisa Foehr							
Compensation Reform			Year 1	Year 2	Year 3				Year 4	
15.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012	Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 – Aug 2014	
15.100	Develop comprehensive implementation plan and timeline	Plan and timeline		X						
15.200	Review and research compensation models (e.g., step and lane and whole school rewards)	Briefing document		X						
15.300	Develop and implement an engagement process for stakeholder input on compensation	Engagement plan and briefing documents		X						
15.400	Develop competitive discretionary grant for pilot sites	Two awards for pilots		Review grant applications	Award grants to 2 pilot sites					

15.500	Develop RFP for designing model compensation systems and providing technical support to pilot LEA districts, select vendor	Acquire vendor			X						
15.600	Provide support to pilots, monitor the effectiveness of implementation	Progress reports					X	X	X	X	X
15.700	Evaluate and disseminate results of pilots statewide	Evaluation report								X	X

Budget: Years 1- 4

Below is the estimated budget for Support System 3: Educator Effectiveness which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

Educator Effectiveness	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	\$480,400	\$772,860	\$859,330	\$623,672	\$2,736,262
Educator Evaluation System					
Contractual	\$310,989	\$2,591,395	\$1,630,865	\$895,342	\$5,428,591
LEA Allocation - Rhode Island Evaluation Model Design and Implementation: LEA Allocation for ISP Stipend Costs	\$0	\$1,457,229	\$1,846,486	\$1,246,037	\$4,549,752
LEA Contribution- Evaluation Observation On-line Training System	\$0	\$360,194	\$646,465	\$215,554	\$1,222,213
LEA Contribution - Training and guidebook development	\$0	\$19,496	\$0	\$0	\$19,496
LEA Contribution - Help Desk	\$0	\$0	\$89,510	\$72,991	\$162,500
LEA Contribution - West Bay Modification for ISP Training	\$75,650	\$490,608	\$363,200	\$203,954	\$1,133,412
LEA Contribution – Data Systems Project Management	\$0	\$0	\$389,973	\$0	\$389,973
LEA Contribution – ISP Training (TNTP)	\$0	\$0	\$299,250	\$0	\$299,250
Supplemental Funding for Participating LEAs	\$0		\$361,000	\$0	\$361,000
Educator Certification Program and Data System Redesign					
Contractual	\$104,690	\$306,152	\$455,825	\$0	\$866,667
LEA Allocation	\$0	\$0	\$0	\$0	\$0
Compensation Reform					
Contractual	\$0	\$0	\$105,248	\$94,728	\$199,976
Other: Grants	\$0	\$0	\$275,000	\$100,000	\$375,000
LEA Allocation	\$0	\$0	\$0	\$0	\$0
Total	\$971,729	\$5,997,934	\$7,322,152	\$3,452,278	\$17,744,092

System of Support Four: Human Capital Development

System of Support Four: Human Capital Development

SEA Goals and Commitments to Support System Four:

By the year 2015, Rhode Island educators will be supported by robust induction practices designed to support development throughout the continuum of an educator's career. Professional-development decisions will be data-driven and will change the daily planning, instruction, assessment, and support practices in all schools. Principals, teacher leaders, and district leadership will be positioned well and responsible for the support and development of effective teachers. Leaders will be provided with strong, research-based models for the improvement of school wide instruction and individual teacher coaching with a continuous focus on improved outcomes for students. Expanded routes for teachers and leaders will attract the best and brightest, including candidates from undergraduate institutions and experienced mid-career professionals, thereby creating and maintaining a vibrant and well-trained teaching workforce.

RIDE Commitments:

1. RIDE will coordinate the necessary supports to LEAs in the development of the districts' human capital systems.
2. RIDE will establish a statewide recruitment website.
3. RIDE will monitor hard-to-staff subject areas.
4. RIDE will attract high-quality preparatory programs to address hard-to-staff subject areas.
5. RIDE will develop the Academy of Transformative Leadership to support new principals, school committees, superintendents, and other district leaders.
6. RIDE will create an instructionally-focused and data-driven induction program for all beginning teachers across the state.
7. RIDE will conduct a second year of beginning teacher induction coaching for those teachers in RI's urban core districts.

8. RIDE will identify the most effective professional development partners that have documented evidence of effectiveness.

Local Education Agency Commitments:

1. Use the statewide recruitment website to post new positions.
2. Identify school leadership teams to participate in the professional development related to instructional management and data use.
3. Participate in the design and development of the Induction Program.
4. Identify possible mentors and support for new teachers to develop an induction and coaching program.
5. Use professional development partners with a proven record of effectiveness.
6. Review and revise staffing practices and policies to meet the standards in the Basic Education Program.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System Four: Human Capital Development.

Personnel and Consultants	Title
1. Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
2. Lisa Foehr	Director of Educator Quality
3. Hilda Potrzeba	Educator Quality and Certification Specialist
4. Andre Audette	Educator Quality and Certification Specialist
5. Shoba Annavarjula	Sr. Data Systems Administrator
6. David Abbott	Deputy Commissioner of Education
7. Tonda Dunbar	Director of Transformation and Innovation and the Academy of Transformative Leadership
8. Donna Okrasinski	Educator Quality Specialist
9. The New Teacher Project, Inc.	Alternative Certification Pathways
10. Teach for America	Alternative Certification Pathways
11. School Spring, Inc.	Online Recruitment Platform

12. NYC Leadership Academy	Academy of Transformative Leadership and Turnaround Leadership Program
13. Bellwether Consulting	Educator Preparation Development
14. New Teachers Center	New Teacher Induction

Technical Tasks, Deliverables, Milestones and Timeframe

Below 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” is placed in the table to indicate when the deliverable will be completed. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

Statewide Educator Recruitment Platform			Project Sponsor/ Lead: Mary Ann Snider								
			Year 1	Year 2		Year 3				Year 4	
16.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
16.100	Develop statewide educator recruitment platform	Web-based portal for recruitment and hiring	X								
16.200	Develop and implement an engagement process for stakeholder input and feedback on statewide recruitment platform	Engagement plan and briefing documents	X								
16.300	Revise final platform based on stakeholder input	Final platform based on feedback from LEAs	X								
16.400	Disseminate information on local participation, fees and support	Communication plan and materials	X								
16.500	Monitor implementation on the platform	Implementation and use reporting			X	X	X	X	X	X	X
16.600	Monitor the effectiveness of new system; evaluate and revise as necessary	System monitoring			X	X	X	X	X	X	X

Educator Preparation Effectiveness and Quality Professional Development			Project Sponsor/ Lead: Mary Ann Snider and Lisa Foehr								
			Year 1	Year 2		Year 3				Year 4	
17.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
17.100	Develop comprehensive plan and timeline for integrating evaluative feedback into educator preparation programs and professional development programs	Plan and timeline			X						
17.200	Develop and implement an engagement process for educator preparation program	Engagement plan to provide input and feedback						X	X	X	
17.300	Revise approval/renewal process for educator preparation programs based on evaluative data	New renewal/approval process						X	X	X	
17.400	Develop and issue effectiveness reports for educator prep programs	Program effectiveness reports							Phase I reports	X	Phase II reports
17.500	Monitor the quality of professional development programs, identify high quality programs and link programs provided to educator effectiveness and instructional improvement	Identify high quality professional development providers based upon data								X	X
17.600	Disseminate results of analysis to stakeholders, promote use of high quality professional development providers	Report on quality of professional development providers								X	X
17.700	Monitor the effectiveness of new system	Evaluation report								X	X
17.800	Evaluate and revise as necessary	Revised work plans								X	X

			Project Sponsor/ Lead: Mary Ann Snider and Lisa Foehr								
Alternative Certification			Year 1	Year 2		Year 3				Year 4	
18.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
18.100	Develop comprehensive plan and timeline for expanding partnership with The New Teachers Project (TNTP) for high-need hard to staff areas	Plan and timeline	X								
18.200	Work with Providence, Pawtucket, Woonsocket, Central Falls and other LEAs on implementation of program	Implementation plan, recruitment policies and projections for each LEA	X	X	X	X	X	X	X	X	X
18.300	Support TNTP cohort expansion through 2014	Cohort of 50 teachers by 2014		Cohort of 30 teachers		X	X			X	
18.400	Monitor the effectiveness of TNTP candidates as an alternative certification option	Review TNTP effectiveness report			X	X	X	X	X	X	X
18.500	Evaluate and revise TNTP expansion plan as necessary	Revised TNTP expansion plan		X		As needed	As needed	As needed	As needed	X	X

			Project Sponsor/ Lead: Mary Ann Snider and Lisa Foehr								
Alternative Certification			Year 1	Year 2		Year 3				Year 4	
19.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
19.100	Develop comprehensive plan and timeline for expanding partnership with alternative certification provider for high-need hard to staff areas	Plan and timeline	X								
19.200	Work with Providence and other urban LEA’s in implementation of program.	Implementation plan, recruitment policies and projections for each LEA	X	X							
19.300	Support expansion of an additional Alternative Certification option through 2014	Cohort of 50 teachers by 2014		Cohort of 30 teachers		X	X			X	
19.400	Monitor the effectiveness of candidates as an alternative certification option	Review vendor effectiveness report			X	X	X	X	X	X	X
19.500	Evaluate and revise expansion plan as necessary	Revised vendor expansion plan			X	As needed	As needed	As needed	As needed	X	X

			Project Sponsor/ Lead: Mary Ann Snider and Lisa Foehr								
New Teacher Induction			Year 1	Year 2		Year 3				Year 4	
20.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
20.100	Develop comprehensive plan and timeline for new teacher induction program	Plan and timeline	X								
20.200	Develop and implement an engagement process for stakeholder input and feedback on new teacher induction models	Engagement plan and briefing documents	X								
20.300	Develop and secure contract to design induction program	Program design, training materials and induction modules	X								
20.400	Design of Induction Program	Full program design	X								
20.500	Work with labor, higher education and non-profit organizations to select mentors for the program	33 mentors identified	X								
20.600	Implement the induction program with identified mentors	Induction Coaches identified and trained		X	Ongoing as needed	Ongoing as needed	Ongoing as needed	Ongoing as needed	Ongoing as needed	X	X
20.650	Support new to profession teachers with 1:1 coaching and mentorship	All beginning teachers supported statewide		X	X	12 coaching sessions per teacher	X	X			
20.700	Monitor implementation	Progress report; collect evaluation forms and logs from Coaches		X	X	X	X	X	X	X	X
20.800	revise program implementation as necessary	Revised work plans for Year 3			X						
20.900	Administer and sustain the teacher induction program	Identify resources and develop a budget to support 2 nd year coaching			Recruit, Select, Train SY12-13 coaches	X	X	X	X	X	X

			Project Sponsor/ Lead: Andrea Castaneda and Tonda Dunbar								
Academy of Transformative Leadership ³			Year 1	Year 2		Year 3				Year 4	
	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012 -Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 -Aug 2014	
21.100	Redesign the delivery of services under the Academy of Transformative Leadership	Amendment submitted to US Dept of Education		X							
21.200	Develop and implement an engagement process for stakeholder input and feedback on service delivery redesign	Engagement plan and stakeholder meetings as needed		X							
21.300	Determine management of the Academy of Transformative Leadership	Executive Director hired/alternative option identified		X							
21.400	Execute contract for Academy of Transformative Leadership	Modify contract if needed; award contract to vendor			X						
21.500	Coordinate delivery of professional development modules, including curriculum and materials	SY 12-13 Professional Development Modules Delivered					In Person Module 1	In Person Module 2/Virtual Module 1	In person Modules 3 & 4; Virtual Modules 2 & 3	X	X
21.600	Deliver professional development to LEA leadership teams	Ongoing Training Sessions				X	X	X	X	X	X
21.700	Evaluate effectiveness of training and make necessary modifications	Progress monitoring			X			X	X		X

³ The changes to the Academy of Transformative Leadership [SOW 21.000] reflect the amendment request submitted to the US Department of Education on January 9, 2012.

Budget: Years 1- 4

Below is the estimated budget for Support System 4: Human Capital Development which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

Human Capital Development	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	\$93,789	\$433,458	\$505,134	\$431,988	\$1,464,369
Alternative Certification					
Contractual	\$0	\$45,822	\$142,741	\$48,347	\$236,910
LEA Contribution - Statewide online recruiting platform	\$0	\$45,642	\$66,269	\$0	\$111,910
LEA Contribution - The New Teachers Project (TNTP) and Teach for America (TFA)	\$0	\$716,847	\$1,419,256	\$1,108,183	\$3,244,286
Academy of Transformative Leadership					
Contractual	\$0	\$0	\$490,804	\$407,343	\$898,147
LEA Contribution - Additional PD, Turnaround Leaders Program, Virtual Mini Modules	\$0	\$0	\$370,804	\$434,043	\$804,847
LEA Contribution - Stipends for Mentors	\$0	\$0	\$80,000	\$80,000	\$160,000
LEA Allocation - Turnaround Leaders Program	\$0	\$0	\$1,212,898	\$312,448	\$1,525,346
Supplemental Funding for Participating LEAs	\$0	\$0	\$150,000	\$150,000	\$300,000
New Teacher Induction					
Contractual	\$91,317	\$217,609	\$230,594	\$948,040	\$1,487,560
LEA Contribution – Induction Program	\$0	\$1,692,107	\$2,809,166	\$514,455	\$5,015,728
LEA Allocation - Induction Program	\$0	\$0	\$4,999	\$0	\$4,999
Quality Teacher PD Options					
Contractual	\$0	\$0	\$337,500	\$270,000	\$607,500
LEA Allocation	\$0	\$0	\$0	\$0	\$0
Total	\$185,106	\$3,151,485	\$7,820,165	\$4,704,847	\$15,861,602

**System of Support Five:
School Transformation & Innovation**

System of Support Five: School Transformation & Innovation

SEA Goals and Commitments to Support System Five:

By the year 2015, the persistently lowest-achieving schools in Rhode Island will have increased student proficiency and closed gaps in equity, access, and achievement for all student groups. These schools will have accelerated the performance of traditionally underserved students in all academic areas through the application of a structured, tiered system of comprehensive interventions and supports.

RIDE Commitments:

1. RIDE will identify persistently lowest achieving (PLA) schools according to established criteria.
2. RIDE will provide a coordinated system of federal and state resources targeted to persistently lowest achieving schools.
3. RIDE will identify and invest in national and local technical experts and systems (e.g. School Achievement Specialist) to support ongoing engagement with PLA schools.
4. RIDE will conduct trainings for turnaround principals and core leadership teams from each PLA school.
5. RIDE will work with LEAs to monitor the progress in student outcomes.

Local Education Agency Commitments:

1. Conduct a comprehensive needs assessment for each identified persistently lowest achieving schools.
2. Develop a comprehensive school reform plan to implement the selected model described in the Protocol for Interventions: Persistently Lowest Achieving Schools.

3. Examine student data and patterns of achievement to design innovative options that will accelerate student success.
4. Identify core leadership teams to participate in professional development.
5. PLA principals and leadership teams will work with RIDE’s School Achievement Specialist.
6. Monitor the progress of the reform efforts of the PLA schools and identify best practices.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System Five: School Transformation and Innovation.

Personnel and Consultants	Title
1. Andrea Castaneda	Chief of Accelerating School Performance
2. Tonda Dunbar	Director of Transformation Officer and Innovation
3. Norah Meah	Charter School Liaison
4. Sarah Anderson	Transformation Specialist
5. William Moon	Transformation Specialist
6. Courtney Paulding	Monitoring and Accountability Specialist
7. NYC Leadership Academy	Institute I and II

Technical Tasks, Deliverables, Milestones and Timeframe

Below 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” is placed in the table to indicate when the deliverable will be completed. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

			Project Sponsor/ Lead: Andrea Castaneda Tonda Dunbar								
School Achievement Specialists ⁴			Year 1	Year 2		Year 3				Year 4	
	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
22.100	Identify persistently lowest achieving (PLA) schools and approve, modify or reject School Reform Plans (SRP)	Cohort 1 Schools	X								
22.150	Identify PLA Schools and approve, modify or reject SRPs	Cohort 2 Schools		X							
22.200	Develop RFP and select vendor for design, implementation, and operation of school achievement specialists to work with identified schools	Vendor selected		PLA Cohort 1	PLA Cohort 2						
22.300	Allocate funding to affected LEAs to support procurement of school achievement specialist services	RIDE approval of vendor LEA contract agreement(s)		X							
22.400	School achievement specialists are assigned to targeted schools under a coordinated plan	Service assignments for PLA Cohorts 1 and 2		PLA Cohort 1	PLA Cohort 2						
22.500	Monitor the effectiveness of school achievement specialists in supporting identified schools in collaboration with LEA	Annual monitoring and evaluation report			X				X		
22.600	Adjust and modify supports to PLAs based on evaluation performance data and LEA and SEA performance monitoring	Revise staff assignment plan (as needed)			X				X		

⁴ The changes to the School Achievement Specialists [SOW 22.000] reflect the amendment request submitted to the US Department of Education on January 9, 2012.

			Project Sponsor/ Lead: Andrea Castaneda and Tonda Dunbar								
Turnaround Principal Corp ⁵			Year 1	Year 2		Year 3				Year 4	
23.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 – Aug 2014	
23.100	Research effective models of transformative leadership and identify essential elements of leadership. Specify leadership gaps and needs within PLA LEAs	Leadership gap analysis with PLA LEA trans-formation teams		Cohort 1		Cohort 2					
23.200	Launch national search and recruitment for turnaround principals	Identify turnaround principal corps participants			X		X	X			
23.300	Support of recruitment and selection	12 aspiring leaders placed in 2 groups				Group 1				Group 2	
23.400	Develop RFP and select vendor for design, implementation, and operation of principal training within the ATL (See System 4: Human Capital Development)	RFP developed; Vendor selected		X	X						
23.500	Develop Residency School-Year Training Workshop coursework and logistics	Workshop curriculum; implementation plan			X						
23.600	Finalize design for program eligible for alternative certification	Alternative certification program			Application Submitted		Revised application submitted	Application approved			
23.700	Monitor and evaluate effectiveness of training program and make adjustments as needed	Evaluation report				X	X	X	X	X	X

⁵ The changes to the Turnaround Principal Corps [SOW 23.000] reflect the amendment request submitted to the US Department of Education on January 9, 2012.

			Project Sponsor/ Lead: Andrea Castaneda and Tonda Dunbar								
Summer Leadership Institute ⁶			Year 1	Year 2		Year 3				Year 4	
	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 - Aug 2014	
24.100	Develop an RFP and select vendor for design, implementation, and operation of summer and school leadership institute in collaboration with LEAs (See System 4: Human Capital Development)	Vendor selected	PLA Cohort 1		PLA Cohort 2						
24.150	Develop a plan for the implementation and operation of summer and school leadership institute in collaboration with LEAs	Curriculum Developed; Implementation plan finalized		Cohort 1 Institute Plan Finalized	Institute 2 Plan Finalized			Institute 3 Plan finalized			Institute 4 Plan finalized
24.200	Support delivery of one year-long leadership institute	Completion of Cohort 1 institute		Completion of Yr-long Institute							
24.300	Support delivery of summer leadership institute	Completion of summer institutes			X				X		X
24.400	Monitor and evaluate effectiveness of program and make adjustments as needed	Evaluation report			X					X	X

⁶ The changes to the Summer Leadership Institute [SOW 24.000] reflect the amendment request submitted to the US Department of Education on January 9, 2012.

			Project Sponsor/ Lead: Andrea Castaneda and Tonda Dunbar								
Teacher Evaluation Support ⁷			Year 1	Year 2		Year 3				Year 4	
25.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 – Aug 2014	
25.100	Provide supports for the implementation of educator evaluation system in PLA schools	Approve LEA Evaluation Support Plans			X						
25.200	Recruit and hire personnel to support the completion of effective teacher evaluations, as well as the development of teachers being evaluated	Staff hired by LEAs			X						
25.400	Monitor the effectiveness of evaluation support in identified schools in collaboration with LEA	Ongoing progress monitoring				X	X	X	X	X	X

⁷ The changes to Teacher Evaluation Support [SOW 25.000] reflect the amendment request submitted to the US Department of Education on January 9, 2012.

			Project Sponsor/ Lead: Andrea Castaneda and Tonda Dunbar								
High Performing Charter Schools			Year 1	Year 2		Year 3				Year 4	
26.000	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 – Aug 2014	
26.100	Establish criteria for successful models of charter school expansion and development	Criteria	X								
26.200	Recruit out-of-state and in-state providers	Charter school applications	X	X	X	X					
26.300	Develop and disseminate competitive charter school grant guidance and application for expansion of existing charters or recruitment of a charter	Guidance and grant application available		X							
26.400	Selection and award planning grants for recruitment or expansion of a high-performing charter	Planning grants awarded			Award 1 st 250K grant	Award 2 nd 250K grant	Award 3 rd and 4 th 250K grant				
26.500	Monitor implementation of grant awards	Evaluation progress to goal of grant awards			X		Quarterly monitoring report	Quarterly monitoring report	Quarterly monitoring report	X	X

			Project Sponsor/ Lead: Andrea Castaneda and Sharon Lee								
Multiple Pathway Innovations			Year 1	Year 2		Year 3				Year 4	
	Technical Tasks	Deliverables	Sept 2010 -Aug 2011	Sept 2011 – August 2012		Sept-Nov 2012	Dec 2012- Feb 2013	Mar-May 2013	June - Aug 2013	Sept 2013 – Aug 2014	
27.100	Plan and rationale to ED for redirection of state board exam pilot project	Rationale submitted to ED	X								
27.200	Develop comprehensive plan and timeline for multiple pathways innovations	Plan and timeline	X								
27.300	Develop and implement an engagement process for stakeholder input and feedback on innovative options for increasing high school success	Engagement plan and briefing documents	X								
27.400	Research effective models and strategies	Program options and recommendations	X								
27.500	Select vendor and award contract for Virtual Learning Math Modules work	Implementation plan		X							
27.550	Implement Virtual Learning Math Modules	Math Modules			X						
27.600	Monitor implementation	Progress report		Document progress	Semi-annual progress report	X	X	X	X	X	X
27.700	Evaluate and revise as necessary	Revised work plans		X	X	As needed	As needed	As needed	As needed	X	X
27.800	Expand Virtual Learning plans	Implementation plan for Virtual Learning expansion		Policy analysis and expansion proposal	Implementation plan						

Budget: Years 1- 4

Below is the estimated budget for Support System 5: School Transformation and Innovation which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

School Transformation and Innovation	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	\$6,178	\$31,778	\$330,089	\$375,876	\$743,921
Struggling Schools Intervention					
Contractual	\$43,002	\$138,580	\$268,122	\$226,551	\$676,255
LEA Contribution - Summer Institute	\$0	\$138,167	\$128,682	\$103,752	\$370,601
LEA Allocation -School Achievement Specialist	\$0	\$618,600	\$1,209,577	\$870,763	\$2,698,939
LEA Allocation - Summer Leadership PD	\$0	\$0	\$126,591	\$91,132	\$217,723
LEA Allocation - PLA Evaluation Support	\$0	\$0	\$807,455	\$581,279	\$1,388,733
Supplemental Funding for Participating LEAs	\$0	\$0	\$278,000	\$158,492	\$436,492
Charter Grants					\$0
Other: Grants	\$0	\$0	\$0	\$0	\$0
Supplemental Funding for Participating LEAs	\$0	\$132,016	\$500,000	\$367,984	\$1,000,000
LEA Allocation	\$0	\$0	\$0	\$0	\$0
Multiple Pathways Innovation					
Contractual	\$0	\$77,263	\$109,428	\$642,709	\$829,400
Supplemental Funding for Participating LEAs	\$0	\$0	\$122,529	\$32,905	\$155,434
LEA Allocation	\$0	\$0	\$0	\$0	\$0
Total	\$49,180	\$1,136,404	\$3,880,472	\$3,451,442	\$8,517,498

Attachments

Organization Chart

Performance Measures from the RTT Application