

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 5.0

Updated and Submitted December 5, 2013

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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 reflect a redistribution of funds from Year 3 to Year 4. These budget revisions will be confirmed following USED approval.

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 | 2013 | 2014 | | | | |
|---|------------|------------|--------------|------------|--------------|------------|--------------|------------|--|------------|
| | Actual | Goal | Actual | Goal | Actual | 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 may result in insufficient funding to implement the RTT initiatives. The Title I formula that is

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.

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. Kimberly Bright | Interim 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. | |
| 14. | |
| 15. | |

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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | X | X | Document Progress | Document Progress | Document Progress | Document Progress |
| 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 | X | X | 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; APR | 3 reports | 3 reports | 3 reports |
| 1.700 | Collaborate with other RTT states for cross-state learning and | Events attended, community of | X | X | X | X | X | 3 peer calls | 3 peer calls | 3 peer calls | 3 peer calls |

| | | | | | | | | | | | |
|-------|--|---|---|-------------------------|---|---|---|-------------------|-----------------------------|--------------------------|-------------------|
| | 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 | X | X | Document progress | Document progress | Document progress | Document progress |
| 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 | X | | X | Revised SOW | | As Needed | |
| 1.920 | Determine need for extended timeline based on ability to meet RTT commitments within the grant period | No-cost extension submitted; Addendum to the Scope of Work for extended time period | | | | | | | Extension request submitted | SOW Addendum if approved | |

| | | | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 meetings and accompanying data memo summary trend reports | X | X | X | X | X | 8 CLO mtgs and data memos | 8 CLO mtgs and data memos | 16 CLO mtgs and data memos | |
| 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 | X | X | EdStat mtgs; Document progress |

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 | X | As needed | As needed | |
| 2.700 | Analyze performance results as well as other performance targets | Performance results and targets reports | X | X | X | X | X | 52 LEA quarterly reports | 52 LEA quarterly reports | 52 LEA quarterly reports | |
| 2.800 | Provide performance and progress monitoring information to program teams | Analysis of learning from implementation | X | X | X | X | X | Program area data/ trend analysis | Program area data/ trend analysis | Program area data/ trend analysis | |

| | | | 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 2012-Aug 2013 | | Sept- Nov 2013 | Dec 2013-Feb 2014 | Mar-May 2014 | Jun-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 | X | X | 1 Steering Cmte Mtg |
| 3.300 | Coordinate and prepare communication content from internal staff to the field | Written Communication | X | X | X | X | X | field memo and project communication as needed |
| 3.400 | Evaluate effectiveness of communication and engagement | Analysis of feedback from engagement activities | X | X | X | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | X | X | Document progress | Document progress | Document progress | Document progress |
| 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 | X | X | Cash Reimbursements | Amendment approvals; Cash Reimbursements | Cash Reimbursements | Amendment approvals; Cash Reimbursements |
| 4.400 | Monitor state and LEA expenditures for adherence to program guidelines | Expenditure reports | X | X | X | X | X | Yr 3, Q4 report | Yr 4, Q1 report | Yr 4, Q2 report | Yr 4, Q3 report |
| 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 | X | X | 1512 and job reporting | 1512 and job reporting | 1512 and job reporting | 1512 and job reporting |
| 4.600 | Redirect funding as appropriate, and with USED approval, when needed | Revised budgets | X | X | X | X | X | Budget Revision in SOW | Budget Amendment as needed | Revisions submitted as needed | Revisions submitted as needed |

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 | \$316,702 | \$490,611 | \$1,483,986 |
| Contractual | \$678,028 | \$380,923 | \$733,190 | \$1,004,479 | \$2,372,284 |
| LEA Allocation | \$0 | \$4,335 | | | \$4,335 |
| Funding for Involved LEAs | \$0 | \$0 | \$28,119 | \$58,381 | \$86,500 |
| Supplemental Funding for Participating LEAs | \$0 | \$0 | \$94,727 | \$4,187,554 | \$4,282,281 |
| Discretionary awards to LEAs* | | | | | \$0 |
| Total | \$913,217 | \$826,742 | \$748,402 | \$5,741,025 | \$8,229,386 |

**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

RIDE

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*.

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.

| | | | Project Sponsor/ Lead: Mary Ann Snider and Phyllis Lynch | | | | | | | | |
|------------------------|---|--|--|---------------------------------|----------------------------------|---------------------|-----------|----------------|--------------------|--------------|--------------|
| Study of the Standards | | | Year 1 | Year 2 | | Year 3 | | Year 4 | | | |
| 5.000 | Technical Tasks | Deliverables | Sept 2010 -Aug 2011 | Sept 2011 – August 2012 | | Sept 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-Aug 2014 |
| 5.100 | Develop comprehensive implementation plan and timeline | Plan and timeline | X | | | | | | | | |
| 5.200 | Coordinate LEA training schedule | 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. | 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/ educators trained | 50% | 10 LEAs; 750 trained | 5 LEAs; 450 trained | As needed | As needed | As needed | As needed | As needed | 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 | X | X | As needed | As needed | As needed | As needed |

| | | | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | X | X | X | As needed | As needed | As needed | As needed |
| 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 | | | | 3 model curricula |
| 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 | | |
| 6.600 | Disseminate model curricula and units of study amongst LEAs | Provide curricula in an electronic format to LEAs | | | | IMS | IMS | IMS and Other Formats |
| 6.700 | Monitor the development of model curriculum in partnership with LEAs and contractor | Written progress report | X | X | X | X | X | Document progress | Document progress | Document progress | Document progress |

| | | | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | | | | |
| 7.700 | Monitor fidelity of implementation in selected sites | Evaluation report | | | | X | X | 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 | \$175,977 | \$153,654 | \$664,418 |
| Study of the Standards & Intensive Curriculum Alignment | | | | | |
| Contractual | \$175,084 | \$1,591,539 | \$918,685 | \$1,573,356 | \$4,258,664 |
| LEA Allocation | | \$919,089 | \$941,556 | \$791,214 | \$2,651,859 |
| Project Based Learning | | | | | |
| Contractual | \$0 | \$0 | \$21,989 | \$26,011 | \$48,000 |
| LEA Allocation | \$0 | \$0 | \$0 | \$39,185 | \$39,185 |
| Supplemental Funding for Participating LEAs | | \$0 | \$0 | \$160,097 | \$160,097 |
| Total | \$289,918 | \$2,730,581 | \$2,058,207 | \$2,743,517 | \$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. Cali Cornell | Education Specialist |
| 6. Ana Karantonis | Assessment Specialist |
| 7. Laura Jackson | Assessment Specialist |
| 8. Jessica Bailey | Assessment Specialist |
| 9. Lindsay Wepman | Assessment Specialist |
| 10. Jessica Murphy | Administrative Assistant |
| 11. Michael Ferry | Director, Office of Data Analysis and Research |
| 12. Lee Rabbitt | Administrator, Data Collection and Quality Assurance |
| 13. TechComm Partners | Formative Assessment Professional Development |
| 14. Measured Progress | Interim Assessments |
| 15. Global Scholar | IMS Data System and Training |
| 16. Amplify | Using Data Professional Development |

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 Assessment Professional Development | | | Year 1 | Year 2 | | Year 3 | | Year 4 | | | |
| 8.000 | Technical Tasks | Deliverables | Sept 2010 -Aug 2011 | Sept 2011 – August 2012 | | Sept 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-Aug 2014 |
| 8.100 | Develop comprehensive implementation plan and timeline | Plan and timeline | X | | | | | | | | |
| 8.200 | Develop draft instructional management system framework | Draft instructional mgmt 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 orientation and provide technical assistance on PD deployment as needed | Orientation training plan and schedule; Train LEAs and provide technical assistance as needed | | Training plan | Training schedule | Train LEAs | Revised training plan/schedule | Facilitator Orientation | Technical assistance as needed | Technical assistance as needed | Technical assistance as needed |
| 8.700 | Develop and deliver professional development modules to identified LEA cohorts of educators | Formative Assessment PD modules available to LEAs | | X | X | Modules 1-3 on IMS | Modules 4-5 on IMS | Modules accessed via RIDEmap | X | X | X |
| 8.800 | Evaluate and revise modules as necessary | Revised modules as needed | | | | | As needed | X | X | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-Aug 2014 |
| 9.100 | Develop comprehensive implementation plan and timeline | Plan and timeline | X | | | | | | | | |
| 9.200 | Develop draft instructional management system framework | Draft instructional mgmt 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 | | | | Fixed-Form Tests on IMS | FF & TCT Items available on IMS | FF & TCT Reporting Available on IMS | X | X | X |
| 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 | | | | Fixed-Form and Items | Items | TCT Reporting | | | |
| 9.600 | Build training processes, & protocols for administering and scoring the interim assessments | Training modules, processes & protocols | | | X | Administra- tion guidance | Scoring guidance | Revise as needed | | | |
| 9.700 | Coordinate training on the administration and scoring of Interim Assessments with LEAs; Communicate the purpose of assessments, intended use, timeline, etc. | Training delivered to LEAs | | | Fixed Form Assess- ments | | Test Construc- tion Tool | X | Additional support as needed | Additional support as needed | Additional support as needed |
| 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 work plans as necessary to address alternative platform for accessing the IA items as well as delivery of reports to LEAs | Revised work plans; extension request and amendment submitted if needed | | | | X | X | X | Request Submitted to USED | Revised request, as needed | Revised request, as needed |
| 9.950 | Determine alternative platform for providing access to items, as well as scoring and reporting out on item tests | Alternative platform identified and workplans revised | | | | | | | X | Revised as needed | Revised as needed |

| | | | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | Revise as needed | Revise as needed |
| 10.650 | Integrate Formative Assessment PD modules and Interim Assessments | Platforms integrated into IMS platform | | | X | | | | | | |
| 10.700 | Coordinate roll-out of instructional management system to LEAs | Comprehensive roll-out plan | | | X | | Revise as needed | | | | |
| 10.800 | Monitor system use | Help desk and LEA feedback | | | | X | X | X | X | X | X |
| 10.900 | Determine alternative platform(s) for LEA access to the tools and resources available on the IMS | Alternative platform(s) identified and workplans revised | | | | | | | X | | |
| 10.950 | Evaluate and revise work plans as necessary | Revised work plans; extension request and amendment submitted if needed | | | | | | | Request Submitted to USED | Revised request, as needed | Revised request, as needed |

| | | | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-Aug 2014 |
| 11.100 | Develop comprehensive implementation plan and timeline for engaging LEAs in data training | Plan and timeline | X | | X | | 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 | | Revise as needed | Revise as needed | Revise as needed | Revise as needed | |
| 11.400 | Coordinate training for school leadership teams with LEAs | Training schedule for leadership teams | | | X | | X | | | | |
| 11.500 | Deliver training to identified LEA leadership teams | All School Data leadership Teams trained | | | | X | X | X | X | X | X |
| 11.600 | Monitor the fidelity of data use in partnership with LEAs | Evaluation report | | | | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | Requirements gathering | | IMS requirements | X | | Revised requirements | | | | |
| 12.600 | Build early warning indicators tool with vendor support | Early warning indicator tool | | | X | IMS Screener and data mart | RIDE Data Mart Testing; | | | | |
| 12.650 | Revise EWS platform for in-house build; transition from IMS to RIDEmap | In-house EWS platform on RIDEmap | | | | | X | X | | | |
| 12.660 | Provide districts with access to EWS module through local Student Information Systems | EWS module in SIS | | | | | | | X | | |
| 12.700 | Coordinate training for school leadership teams with LEAs | Training plan and materials | | | | | Pilot Training | Revise materials | | | Revise as needed |

| | | | | | | | | | | | |
|--------|---|--|--|--|--|--|----------------|---|---|--------------------------------|--------------------------------|
| 12.800 | Deliver Training to identified LEA leadership teams | Selected district-level leaders trained; administer technical assistance as needed | | | | | Pilot Training | Provide training and technical assistance | Provide training and technical assistance | Technical Assistance as needed | Technical Assistance as needed |
| 12.850 | Monitor the use of EWS in partnership with LEAs | Usage data report from in-house EWS | | | | | | X | X | X | X |
| 12.900 | Monitor and revise as needed | Revised business requirements and/or training supports as needed | | | | | | | Revise as needed | Revise as needed | Revise as needed |

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 | \$596,347 | \$382,341 | \$1,535,103 |
| Instructional Management System | | | | | |
| Contractual | \$0 | \$694,190 | \$1,608,706 | \$1,194,163 | \$3,497,060 |
| LEA Contribution - Formative Assessment | \$0 | \$0 | \$0 | \$34,000 | \$34,000 |
| LEA Allocation - Formative Assessment | \$0 | \$32,825 | \$164,997 | \$352,996 | \$550,818 |
| LEA Contribution - Interim Assessment | \$0 | \$2,591,056 | \$2,949,498 | \$659,826 | \$6,200,380 |
| LEA Allocation - Professional Development on Using Data | \$0 | \$1,727 | \$249,848 | \$618,840 | \$870,415 |
| LEA Contribution - Help Desk / Infrastructure | \$0 | \$352,300 | \$208,750 | \$176,450 | \$737,500 |
| LEA Contribution- Design and Development of the instructional management system, on-line tool kit and licensing fees | \$0 | \$746,953 | \$349,743 | \$1,065,449 | \$2,162,145 |
| LEA Allocation – Implementation of Data Systems (to include data entry) | \$0 | \$9,637 | \$131,092 | \$251,117 | \$391,846 |
| LEA Contribution – Data Systems Project Management | \$0 | \$0 | \$523,608 | | \$523,608 |
| Early Warning System | | | | | |
| Contractual | \$0 | \$3,788 | \$135,665 | | \$139,453 |
| LEA Allocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$121,003 | \$4,867,888 | \$6,918,254 | \$4,735,182 | \$16,642,328 |

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. Jessica Waters | Educator Quality Fellow |
| 7. Mary Keenan | Educator Quality Specialist |
| 8. Donna Stone | Educator Quality Specialist |
| 9. Tim Heavey | Educator Quality Specialist |
| 10. Jessica Delforge | Educator Quality Specialist |
| 11. Cameron Berube | Educator Quality & Certification Specialist |
| 12. Greg Stewart | Race to the Top Information Services Technician |
| 13. Laura Jackson | Assessment Specialist |
| 14. Jessica Bailey | 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. | |
| 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | 1 TAC mtg held | 1 TAC mtg held | | 1 TAC mtg held | | 1 TAC mtg held |
| 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 | 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 | 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 | | | | X |

| | | | | | | | | | | | |
|--------|---|---|---|---|---|--------------------------------|---|------------------------------------|------------------------------------|--------------------------------|--------------------------------|
| 13.910 | Coordinate training for school leadership teams with LEAs | Training schedule | X | | | X | X | | | | X |
| 13.920 | Deliver training to evaluators | Training sessions for LEAs completed | X | X | X | Summer Training complete | | Summer Training Complete | | | Summer Training Complete |
| 13.930 | Support LEAs implementation of The Rhode Island Educator Evaluation Model | On the ground support (i.e., ISP 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 | X | X | Revise as needed | Revise as needed | Revise as needed | Revise as needed |
| 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 | X | X | As needed | As needed | As needed | As needed |
| 13.980 | Provide on-going evaluator training/ recalibration and capacity building | Training sessions | | | X | X | X | Year-round PD as needed | Year-round PD as needed | Year-round PD as needed | Year-round PD as needed |
| 13.990 | Evaluate and revise the system as necessary | Revised work plans and RI Educator Evaluation model as needed | | X | X | X | X | As needed | As needed | As needed | As needed |
| 13.991 | Design and implement protocols, rubrics and tools for evaluating support professionals | Protocols, rubrics, and tools | | | X | X | X | Gradual implementation of protocol | Gradual implementation of protocol | Revise for full implementation | Revise for full implementation |

| 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | enhancements and refinements to eCert functionality | | | | | X | Ongoing; as needed | Ongoing; as needed | Ongoing; as needed | Ongoing; as needed |
| 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 | X | X | | | | | | |
| 14.950 | Enhance evaluation database to include links to other systems and additional reports and/or functionality as needed | enhancements and refinements to EPSS functionality | | | | X | Ongoing; as needed |
| 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 | | | | | |
| 14.980 | Monitor the functionality and effectiveness of new systems | Quarterly reports on functionality and use | | | | X | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | X |
| 15.700 | Evaluate and disseminate results of pilots statewide | Evaluation report | | | | | | X | X | 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 | \$560,483 | \$922,519 | \$2,736,262 |
| Educator Evaluation System | | | | | |
| Contractual | \$310,989 | \$2,591,395 | \$1,715,335 | \$774,872 | \$5,428,591 |
| LEA Allocation - Rhode Island Evaluation Model Design and Implementation: LEA Allocation for ISP Stipend Costs | \$0 | \$1,457,229 | \$1,760,854 | \$1,331,669 | \$4,549,752 |
| LEA Contribution- Evaluation Observation On-line Training System | \$0 | \$360,194 | \$582,522 | \$279,497 | \$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 | \$325,736 | \$241,418 | \$1,133,412 |
| LEA Contribution – Data Systems Project Management | \$0 | \$0 | \$292,024 | \$97,949 | \$389,973 |
| LEA Contribution – ISP Training (TNTP) | \$0 | \$0 | \$136,307 | \$162,943 | \$299,250 |
| Supplemental Funding for Participating LEAs | \$0 | | \$ | \$361,000 | \$361,000 |
| Educator Certification Program and Data System Redesign | | | | | |
| Contractual | \$104,690 | \$306,152 | \$548,397 | \$90,300 | \$1,049,539 |
| 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 | \$17,926,964 |

System of Support Four: Human Capital Development

System of Support Four: Human Capital Development

SEA Goals and Commitments to Support System Four:

RIDE

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.

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. Sarah Whiting | Educator Quality and Certification Specialist |
| 5. Shoba Annavarjula | Sr. Data Systems Administrator |
| 6. Andrea Castaneda | Chief of Accelerating School Performance |
| 7. Sarah Anderson | Transformation Specialist |
| 8. Vacant | Director of Transformation and Charter Schools |
| 9. Vacant | Director of the Academy of Transformative Leadership |
| 10. Melissa Denton | Educator Quality Specialist |
| 11. The New Teacher Project, Inc. | Alternative Certification Pathways |
| 12. Teach for America | Alternative Certification Pathways |
| 13. School Spring, Inc. | Online Recruitment Platform |

| | |
|----------------------------|--|
| 14. NYC Leadership Academy | Academy of Transformative Leadership and Turnaround Leadership Program |
| 15. Bellwether Consulting | Educator Preparation Development |
| 16. New Teacher 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | | | | |
| 16.600 | Monitor the effectiveness of new system; evaluate and revise as necessary | System monitoring | | | X | X | X | | | | |
| 16.650 | Support LEAs in their ability to make human capital policy changes in order to comply with the Basic Education Program | Model policy language and BEP support as needed | | | | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | | 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 | | | | | | | Draft provided | X | |
| 17.400 | Develop and issue report cards for educator prep programs | Program effectiveness reports | | | | | | Phase I Reports | Revisions to Reports | Revisions to Reports | Phase II Reports |
| 17.500 | Evaluate and revise workplans for evaluation of professional development programs following identification and procurement of vendor contract | Vendor procurement; Revised work plan | | | | | | | Vendor Identified and Procured | Workplan Revised | X |
| 17.600 | 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 |
| 17.700 | Disseminate results of analysis to stakeholders, promote use of high quality professional development providers | Report on quality of professional development providers | | | | | | | | | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | | | | |
| 18.300 | Support TNTP cohort expansion through 2014 | Cohort of 50 teachers by 2014 | | Cohort of 30 teachers | | Cohort of 20 teachers | | Cohort of 25 teachers | | | |
| 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 | | | | |
| 18.600 | Support alternative certification provider partnership with LEAs as part of sustainability planning | Ongoing communication as needed | | | | | X | X | X | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | | X | X | | | | |
| 19.300 | Support expansion of an additional Alternative Certification option through 2014 | Cohort of 50 teachers by 2014 | | Cohort of 30 teachers | | Cohort of 28 teachers | | Cohort of 35 teachers | | | |
| 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 | | | | |
| 18.600 | Support alternative certification provider partnership with LEAs as part of sustainability planning | Ongoing communication as needed | | | | | X | X | X | 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-Aug 2014 |
| 20.100 | Develop comprehensive plan and timeline for 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 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 | X | Ongoing as needed | Ongoing as needed | Ongoing as needed |
| 20.650 | Support new to profession teachers with 1:1 coaching and mentorship | beginning teachers supported statewide | | X | X | 24 coaching sessions per teacher | 24 coaching sessions per teacher | 12 coaching sessions per teacher | 12 coaching sessions per teacher | 12 coaching sessions per teacher | 12 coaching sessions per teacher |
| 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/Year 4 | | | X | | 180 teachers supported | | | | |
| 20.900 | Administer and sustain the teacher induction program | Identify resources and develop a budget to support ongoing coaching | | | Recruit, Select, Train SY12-13 coaches | X | Recruit, Select, Train SY13-14 coaches | | | | |

| | | | | | | | | | | | |
|--------|--|---|--|--|--|---|---|---|---|---|---|
| 20.950 | Support LEAs in their ability to make human capital policy changes in order to comply with the Basic Education Program and to sustain data-driven induction services beyond Year 4 | Ongoing communication with LEAs as needed | | | | X | X | X | X | X | X |
|--------|--|---|--|--|--|---|---|---|---|---|---|

| | | | Project Sponsor/ Lead: Andrea Castaneda | | | | | | | | |
|---|---|--|---|-------------------------|---|---------------------|--|----------------|--------------------|--------------|--------------|
| 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | Professional Development Modules delivered | | | | | In Person Modules 1-4; Virtual Modules 1-3 | X | X | 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 | \$433,969 | \$503,153 | \$1,464,369 |
| Alternative Certification | | | | | |
| Contractual | \$0 | \$45,822 | \$70,674 | \$120,414 | \$236,910 |
| LEA Contribution - Statewide online recruiting platform | \$0 | \$45,642 | \$40,500 | \$25,769 | \$111,910 |
| LEA Contribution - The New Teachers Project (TNTP) and Teach for America (TFA) | \$0 | \$716,847 | \$1,224,815 | \$1,302,624 | \$3,244,286 |
| Academy of Transformative Leadership | | | | | |
| Contractual | \$0 | \$0 | \$713,016 | \$185,131 | \$898,147 |
| LEA Contribution - Additional PD, Turnaround Leaders Program, Virtual Mini Modules | \$0 | \$0 | \$0 | \$804,847 | \$804,847 |
| LEA Contribution - Stipends for Mentors | \$0 | \$0 | \$10,000 | \$150,000 | \$160,000 |
| LEA Allocation - Turnaround Leaders Program | \$0 | \$0 | \$723,016 | \$802,330 | \$1,525,346 |
| Supplemental Funding for Participating LEAs | \$0 | \$0 | \$0 | \$300,000 | \$300,000 |
| New Teacher Induction | | | | | |
| Contractual | \$91,317 | \$217,609 | \$189,287 | \$989,347 | \$1,487,560 |
| LEA Contribution – Induction Program | \$0 | \$1,692,107 | \$2,658,868 | \$664,852 | \$5,015,728 |
| LEA Allocation - Induction Program | \$0 | \$0 | \$4,900 | \$0 | \$4,900 |
| Quality Teacher PD Options | | | | | |
| Contractual | \$0 | \$0 | \$59,576 | \$547,924 | \$607,500 |
| LEA Allocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$185,106 | \$3,151,485 | \$6,128,620 | \$6,396,391 | \$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. Vacant | Director of Transformation Officer and Charter Schools |
| 3. Drew Allsopp | Charter School Coordinator |
| 4. Norah Meah | Charter School Liaison |
| 5. Sarah Anderson | Transformation Specialist |
| 6. Andrew Milligan | Performance Analyst for Transformation |
| 7. Vacant | Transformation Specialist |
| 8. Courtney Paulding | Monitoring and Accountability Specialist |
| 9. 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.

| School Achievement Specialists ⁴ | | | Project Sponsor/ Lead: Andrea Castaneda | | | | | | | | |
|---|---|---|---|-------------------------|--------------|---------------------|---|----------------|--------------------|--------------|--------------|
| | | | Year 1 | Year 2 | | Year 3 | | Year 4 | | | |
| 22.000 | Technical Tasks | Deliverables | Sept 2010 -Aug 2011 | Sept 2011 – August 2012 | | Sept 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | Ongoing monitoring and evaluation report | | | X | X | X | X | X | 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 | | | | | | | | |
|--|---|--|---|-------------------------|-----------------------|---------------------|--|----------------|--------------------|--------------|--------------|
| Turnaround Principal Corp ⁵ | | | Year 1 | Year 2 | | Year 3 | | Year 4 | | | |
| | | Deliverables | Sept 2010 -Aug 2011 | Sept 2011 – August 2012 | | Sept 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-Aug 2014 |
| 23.000 | Technical Tasks | | | | | | | | | | |
| 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 & 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 | | | | | | | | |
|--|---|---|---|-----------------------------------|----------------------------|---------------------|----------------------------|----------------|--------------------|----------------------------|--------------|
| Summer Leadership Institute ⁶ | | | Year 1 | Year 2 | | Year 3 | | Year 4 | | | |
| | Technical Tasks | Deliverables | Sept 2010 -Aug 2011 | Sept 2011 – August 2012 | | Sept 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | | | | | | | | |
|---|---|--------------------------------------|---|-------------------------|---|---------------------|---|----------------|--------------------|--------------|--------------|
| 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 | | | | | | | | |
|---------------------------------|--|---|---|-------------------------|----------------------------------|---|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 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 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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 , 3 rd and 4 th 250K grants | | | | | |
| 26.500 | Monitor implementation of grant awards | Evaluation progress to goal of grant awards | | | X | X | X | Quarterly monitoring report | Quarterly monitoring report | Quarterly monitoring report | Quarterly monitoring report |

| | | | Project Sponsor/ Lead: Andrea Castaneda and Sharon Lee | | | | | | | | |
|------------------------------|---|--|--|-------------------------|-----------------------------|---------------------|-----------|----------------|--------------------|--------------|--------------|
| Multiple Pathway Innovations | | | Year 1 | Year 2 | | Year 3 | | Year 4 | | | |
| 27.000 | Technical Tasks | Deliverables | Sept 2010 -Aug 2011 | Sept 2011 – August 2012 | | Sept 2012- Aug 2013 | | Sept- Nov 2013 | Dec 2013- Feb 2014 | Mar-May 2014 | Jun-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; ongoing outreach, communication and support to stakeholders | Launch virtual Math Modules; provide end-user support; ongoing outreach/ communication | | | Launch Modules | X | X | X | X | X | 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 | As needed | As needed |

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 | \$54,517 | \$651,448 | \$743,921 |
| Struggling Schools Intervention | | | | | |
| Contractual | \$43,002 | \$138,580 | \$280,013 | \$214,660 | \$676,255 |
| LEA Contribution - Summer Institute | \$0 | \$138,167 | \$24,088 | \$208,346 | \$370,601 |
| LEA Allocation -School Achievement Specialist | \$0 | \$618,600 | \$1,778,767 | \$1,908,028 | \$4,305,395 |
| LEA Allocation - Summer Leadership PD | \$0 | \$0 | \$57,902 | \$159,821 | \$217,723 |
| LEA Allocation - PLA Evaluation Support | \$0 | \$0 | \$982,427 | \$406,306 | \$1,388,733 |
| Supplemental Funding for Participating LEAs | \$0 | \$0 | \$ | \$436,492 | \$436,492 |
| Charter Grants | | | | | \$0 |
| Other: Grants | \$0 | \$132,016 | \$143,994 | \$723,990 | \$1,000,000 |
| Supplemental Funding for Participating LEAs | \$0 | | | | |
| LEA Allocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Multiple Pathways Innovation | | | | | |
| Contractual | \$0 | \$77,263 | \$59,433 | \$642,704 | \$829,400 |
| Supplemental Funding for Participating LEAs | \$0 | \$0 | | \$155,434 | \$155,434 |
| LEA Allocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$49,180 | \$1,136,404 | \$2,340,812 | \$4,991,102 | \$8,517,498 |

Attachments

Organization Chart

Performance Measures from the RTT Application