

Transforming RI Education:

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

**RI Race to the Top:
LEA Scope of Work and
Partnership Agreement**

October 1, 2010

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1. Introduction

Throughout our interactions with educators across Rhode Island, we have heard the importance of establishing a new, collaborative relationship with the field that is grounded in mutual respect and an abiding commitment to true partnership. This new generation of collaboration is predicated upon five simple principles. Through this scope of work and beyond, RIDE and LEAs have jointly committed to the following principles:

- Principle 1:* We will be accountable to each other 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 each other and all of Rhode Island's students.
- Principle 2:* Only by working together in partnership can we accelerate student achievement. No single district or agency can do this 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*, which requires each of us to work together in new ways to meet our ambitious goals for student achievement. We envision a strong, collaborative partnership with 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.

Transforming Education in Rhode Island: The Race to the Top Opportunity

Rhode Island will use Race to the Top funding to realize a single powerful vision: an educational system that prepares all Rhode Island students for success in college, careers, and life. Over the term of the grant, we will realize this vision through five important support systems. Interim benchmarks will chart our progress toward the 2015 goals.

Support System 1: Standards and Curriculum

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*.

Support System 2: Instructional Improvement

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.

Support System 3: Educator Effectiveness

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. Human capital decisions- tenure, retention, promotion, and dismissal- will be informed by evaluation data.

Support System 4: Human Capital Development

By the year 2015, new 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.

Support System 5: School Transformation and Innovation

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.

Purpose of the Scope of Work

The finalized LEA scope of work is both a federally required document and an important tool in helping both districts and RIDE organize, manage, and monitor implementation of both RTTT initiatives and progress against the overarching student achievement goals of the state. The scope of work addresses the following requirements:

- (1) All participating LEAs that signed a Memorandum of Understanding (MOU) must create an implementation plan (Scope of Work) to be reviewed and approved by RIDE in order to access funds and work with the state on implementing the five major systems of support described in Rhode Island's Race to the Top Application.
- (2) Scope of Work translates the MOU and Preliminary Scope of Work into the specific LEA activities that support improvements in the following: (1) Standards and Curriculum; (2) Instructional Improvement; (3) Educator Effectiveness; (4) Human Capital Development; and (5) School Transformation & Innovation.
- (3) The Scope of Work delineates the specific components that RIDE has committed to do and articulates what commitments the LEA agreed to do in supporting implementation.
- (4) The Scope of Work delineates the specific actions that RIDE and the LEA will undertake in order to achieve our statewide goals of achieved student performance.

Expectations for Year One

Through this integrated and reform-oriented scope of work, LEAs are recommitting to active and vital participation in the statewide reform agenda in order to reach aggressive yet attainable goals. Year One activities include:

- Submitting a completed Scope of Work with all appropriate documentation to RIDE for review, refined and accepted for final submission to USDOE by November 18, 2010. Scope of Work will contain greater detail for Year 1 and anticipated activities for Years 2-4.
- Reading and signing the RTTT Assurances contained in Attachment A.
- Reviewing the Budget Guidance regarding the development of the LEA Budget contained in Attachment B.
- Accessing technical assistance from RIDE through webinars, assigned liaison contacts, and scheduled information meetings as described in Attachment C.
- Completing a gap analysis on student performance goals and establishing attainable performance measures and work activities in the Spring 2011 to fully inform more detailed, in-depth planning for the Scope of Work for Years 2-4.
- Providing RIDE with timely and accurate information (written and oral) that can serve as the basis for regular reporting to policy-makers and constituents.
- Identifying an LEA team that will be accountable for achieving the ambitious goals set forth in the Scope of Work.

Criteria for Reviewing Scopes of Work

RIDE is committed to a transparent, streamlined, and rapid transparent review process.

The review process has five important criteria:

1. Are the scopes of work complete and do they demonstrate that MOU commitments are addressed?
2. Does the scope of work attend to the need for integrated thinking and actions across each system of reform?
3. Are the LEA goals and analysis thoughtful, ambitious, realistic, and specific?
4. Do the LEA activities and tasks demonstrate a clear understanding of what is required for technical tasks and the adaptive challenges that must be addressed to expand and sustain implementation of the reform area?
5. Are expenditures allowable and not used to substitute for a local budget cut decision or current expenditure?

Overall Race to the Top Goals, Performance Measures, Analysis, and Readiness to Implement

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 Rhode Island students entering the fourth grade and eighth grade will be proficient in reading.
- 90% of students entering fourth grade and 75% of students entering eighth grade will be proficient in mathematics.
- The achievement gap will be cut in half.
- 85% of students will graduate from high school.
- 77% of students will enroll in postsecondary education within two years of graduating from high school.
- 90% of students who enroll in postsecondary education will complete their first year.
- No student will have two ineffective teachers in a row.

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
Students entering the fourth grade will be proficient in reading on NECAP	67%	70%	75%	81%	86%	90%
<i>-The gap between white and black students will be cut in half</i>	27	26	24	20	16	13.5
<i>-The gap between white and Hispanic students will be cut in half</i>	28	26	23	19	16	14
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	29	27	24	20	17	14.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	50	47	42	35	29	25
Students entering the fourth grade will be proficient in mathematics on NECAP	62%	65%	70%	77%	84%	90%
<i>-The gap between white and black students will be cut in half</i>	32	30	27	23	19	16
<i>-The gap between white and Hispanic students will be cut in half</i>	32	30	27	23	19	16
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	30	28	25	21	18	15
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	44	41	36	30	25	22
Students entering the eighth grade will be proficient in reading on NECAP	70%	73%	77%	82%	87%	90%
<i>-The gap between white and black students will be cut in half</i>	28	26	23	19	16	14
<i>-The gap between white and Hispanic students will be cut in half</i>	31	29	26	22	18	15.5
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	29	27	24	20	17	14.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	50	47	42	35	29	25
Students entering the eighth grade will be proficient in mathematics on NECAP	54%	57%	61%	66%	71%	75%
<i>-The gap between white and black students will be cut in half</i>	34	32	29	24	20	17
<i>-The gap between white and Hispanic students will be cut in half</i>	33	31	28	23	19	16.5
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	33	31	28	23	19	16.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	47	44	39	33	28	23.5
85% of students who first entered 9th grade 4 years prior will graduate from high school	75%	76%	77%	80%	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%	73%	75%	76%	77%
90% of students who enroll in an institution of higher education will complete at least one year's worth of credit within two years of enrollment in the IHE	81%	82%	83%	85%	88%	90%

Overall District Goals and Performance Measures

Rhode Island has established ambitious targets for student post-secondary outcomes, academic achievement, and closure of the achievement gap. To meet our statewide goals each district must establish its own goals for student achievement by the year 2015. These goals should be ambitious but attainable, and they should contribute to our mutual effort to accelerate student achievement and reduce achievement gaps. Like the state, each district must also establish annual milestones, or performance measures, in order to monitor progress, be held accountable, and recognize success as we advance toward our goals. In this section, review your baseline data in the shaded columns (2009) and identify your district's improvement targets for the four years of Race to the Top.

District Goals and Performance Measures	2009	2010	2011	2012	2013	2014
Students entering the fourth grade will be proficient in reading on NECAP	81%	-	83	85	88	90
<i>-The gap between white and black students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between white and Hispanic students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	34	-	30	25	21	17
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	56	-	52	44	36	28
Students entering the fourth grade will be proficient in mathematics on NECAP	80%	-	82	85	88	90
<i>-The gap between white and black students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between white and Hispanic students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	29	-	26	23	19	16
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	55	-	50	42	36	28
Students entering the eighth grade will be proficient in reading on NECAP	89%	-	90	91	92	93
<i>-The gap between white and black students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between white and Hispanic students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	22	-	19	16	13	11
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	54	-	50	42	36	27
Students entering the eighth grade will be proficient in mathematics on NECAP	81%	-	82	83	84	85
<i>-The gap between white and black students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between white and Hispanic students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	23	-	20	18	15	12
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	45	-	40	35	30	23
85% of students who first entered 9th grade 4 years prior will graduate from high school	87%	-	88	89	90	91
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	78%	-	79	80	81	82
90% of students who enroll in an institution of higher education will complete at least one year's worth of credit within two years of enrollment in the IHE	86%	-	87	88	89	90
--- = Gaps are not displayed where the number of students tested in either of the subgroups being compared is less than 10. NA = No performance measures are available for this item due to the grade configuration or due to the opening date of this LEA.						

Overall District Analysis and Readiness to Implement

In this section, you should reflect on your district's *overall* challenges and opportunities presented by Race to the Top and your readiness to implement this reform agenda **as a whole**. Readiness requires that your district understands that this agenda requires a fundamental shift from steady *continuous improvement* to *transformative* action that yields substantial improvements in student achievement. You may find it easier to wait to complete this section after you have completed the remainder of the document.

READINESS ASSESSMENT:
To meet our goals as a district the LEA has in place the following structures, initiatives and supports to advance student learning:
Prevention and early intervening structures for students who struggle – these have reduced the % of students needing special education services from 20% as of Dec 1 st '07 to 15.9% as of Dec 1 st '09.
RTI for literacy with assessment for screening, diagnostic and progress monitoring accompanied by research based intervention tools. RTI for math - screening, diagnostic and progress monitoring tools are available with research based interventions beginning this year. This year we are beginning RTI for the social/emotional/behavioral area in line with our district wide PBIS system in an effort to reduce these types of barriers to student learning.
Year long job embedded professional development to support implementation of the workshop model in math along with the math intervention tools.
SK has and will continue to emphasize the writing of measurable goals in IEPs so that there is clear baseline data and outcome data at the end of the IEP so that progress can be measured and reported.
For students with special needs to show growth in learning of the standards, students need to be in the general education classroom and exposed to the standards based curriculum. To this end we have year long job embedded professional development in inclusive education including co-teaching and in-class services.
SK was part of the Dana Center Work for the past two years (in science).
SKSD provides common planning time (CPT) at all levels (PK-12) with trained CPT facilitators (daily common planning at the middle school level) who receive stipends.
SKSD provides 1 paid teacher professional development day (by contract) and 1 paid parent conference day (for elementary parent conferences, middle level student-led conferences and high school portfolio review).
New teachers to SK are required to attend orientation sessions (up to 4 days) as a part of mentoring.
An advisory structure is in place in grades 6-12
SKHS provides Teacher Learning Center TLC time for teachers (TLC consists of multidisciplinary teams of teachers who meet during an unassigned period. It is a teacher-directed process. TLC groups determine their goals and strategies targeted at the improvement of teaching and learning. TLC facilitators receive a stipend).
SKSD employs academic coaches in the areas of math and literacy and program coordinators in special education. We also employ instructional coordinators for middle school content areas and department chair for content areas at the high school.

Teachers required to work beyond the contractual school day or school year shall be paid pro-rata per diem.
CISCO Wide Area Network infrastructure development to support the future technology (video conferencing, distance learning, video streaming, etc.).
The nine SORICO districts have committed to working together in accomplishing the transformative work required in RTTT.
We have formally trained staff in PLC (Professional Learning Community).
We have consistent district grade level meetings focused on curriculum, monthly faculty meetings and 11 hours of JEPD (Job Embedded Professional Development).
Teachers have access by contract to (2) individual leave days to attend professional development conferences or workshops by request.

ENGAGEMENT STRATEGY:

To meet our goals as a district we will engage our stakeholders (e.g. communities, families, school communities) in the following:

The SK District Strategic Plan (2010-2015) is being drafted with all stakeholders to align with the elements of the RIDE Strategic Plan, the BEP and RTTT.
School Improvement Teams (which include stakeholders) will draft school improvement plans that mirror the District Strategic Plan.
Report Nights for parents.
School level Informational sessions for community members on Reform Plans and Implementation.
Utilization of the district website, First Class System, School Spring, Parent Connect, Power Teacher, School and District List Serve Emails and automated telephone calls on School Messenger.
School Improvement Teams and District Level Committees.
SELAC (Special Education Local Advisory Committee).
Leadership Team meetings and School Committee meetings.
PTO Coffee Hours with the Superintendent and HS Student "Lunch Bunch" group with the Superintendent.
FirstClass website interface, Bluesheild Facebook like parent/student/teacher community by FirstClass. ParentConnect online parent grading tracking tool. Powerteacher grade book daily student tracker. SchoolMessenger automatic call center for community information and surveys.
As a part of the Strategic Plan, each SK school will complete a "goals and performance measures" chart in alignment with district and state goals.
The SKSD Leadership Team meetings include dedicated time for RTTT and Theory of Action discussion and activities. Communicating face to face twice monthly with all administrators and principals in this manner will provide a structure to ensure consistency of communication to teachers and staff district-wide.
Teachers will receive consistent communication at professional development days, CPT facilitator training sessions, department meetings, grade level meetings, JEPD, TLC and faculty meetings.
Administrators and principals will embed RTTT information in existing structures for communication (newsletters, memos, emails, etc.).
Superintendent provides overview for teachers on orientation day.
We are investigating the option of creating a district-wide unified communication committee.
Our First Class email program provides the option of intranet staff blast messages which are used for communication to teachers.
Our First Class email program provides the opportunity to post intranet conferences which are frequently utilized for communications regarding curriculum and instruction information which will be expanded to

RTTT information.
Principals provide teachers copies (via email) of information from RIDE.

District Leadership Team

Identify the key people in your district that are responsible for leading the systemic change, including leaders in curriculum, technology, and the education of English-language learners and students with disabilities, as well as labor leaders in your district. The team should be positioned to work across projects and to address adaptive challenges as they arise. This team should contain at the minimum a person that supports and develops professional development, a person that supports your systems and data, and a person that can be contacted and available for consultation as you develop your scope of work.

District Leadership Team by Title:	Contact Information (email and phone):
Kristen Stringfellow, Ed.D., Superintendent	360-1307 kstringfellow@skschools.net
Mary Kelley, Assistant Superintendent	360-1302 mkelley@skschools.net
Judith Saccardo, Ph.D., Director of Pupil Personnel Services	360-1214 jsaccardo@skschools.net
John Ritchotte, Director of Administrator Services	360-1303 jritchotte@skschools.net
Michele Humbyrd, Ed.D., CCMS Principal	360-1363 mhumbyrd@skschools.net
Debra Zepp, Matunuck Principal	360-1279 dzepp@skschools.net
Doug Snow, Technology Director	360-1212 dsnow@skschools.net
Christine Heid, Teacher and NEASK	360-1255 cheid@skschools.net

System of Support One: Standards and Curriculum

System of Support One: Standards and Curriculum

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

SEA and LEA Commitments to Support System One

RIDE Commitments:

1. RIDE will coordinate the process to train educators on the Common Core using the Study of the Standards Protocol.
2. RIDE will work with LEAs to schedule the training of the Study of the Standards beginning in March of 2011 and continuing through the summer of 2012 and provide LEAs with a calendar in November 2010.
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).

Elements of the Support System One: Standards and Curriculum

The standards and curriculum system has two required elements.

☒ Required element 1: Study of the Standards

☒ Required element 2: Curriculum development

INSTRUCTIONS: Below are the action plans for the elements of Support System. Because Rhode Island has adopted a statewide strategy, most of the tasks associated with Support System are already established through the state plan. In these instances, an "X" has been assigned to tasks, identifying both the LEA commitment and timeline to complete the task. You can add additional rows to each action plan that details further how (Technical Task) and when (by placing an "X") your district will advance the goals of this Support System.

LEA Action Plan: Study of the Standards							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Identify educators to participate in the Study of the Standards		X					
Specify names and invite participants			X				
Coordinate schedule with RIDE for all participants			X				
Complete planned educator training							X

Model Curriculum Development							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Conduct analyses of each core curricula to ensure that each is aligned to standards, guaranteed and viable			X				
Identify which, if any, curriculum development is needed			X				

Identify potential LEA partners for curriculum work			X				
---	--	--	---	--	--	--	--

District Analysis for Support System One

In this section, you will be prompted to reflect on and record the overall challenges associated with all elements of implementation of Support System One. Review the action plans from the previous pages and the overall vision of reform for this support system below.

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.

Adaptive Challenges

What do you anticipate to be the major adaptive challenges in implementation of Support System One? Consider the specific issues related to scaling the work throughout your district and sustaining it beyond the life of the grant.

Adaptive Challenges
This is a huge undertaking. A challenge will be getting all who need to do the work and receive the PD the time to do it without compromising continuous instructional time for students to make ambitious progress and close achievement gaps.
How will summer offerings insure that all the staff who need PD receive it when summer work is voluntary even if paid at a per-diem rate?
Supporting additional computers for testing and training will be costly.
We would need to purchase a walk-through data collection tool for day to day data collection.
RIDE pays the reimbursement of \$100/sub, but that would require teachers leaving their classrooms. If we wanted teachers to remain in classrooms, therefore receiving training outside of the school day the idea would be cost-prohibitive as our teachers are compensated at a "per diem rate" for work outside of their school day/year.
Funding to pay ISP's (intermediate service providers) to facilitate the work for all of the teachers not trained by RIDE (and to sustain this work beyond the grant).
Funding for additional trainers, coaches and curriculum specialists is not provided but is critical to this work.

Funding for additional PD days (we currently have 1 paid day per contract) is not provided but is critical to this work.
Negotiations within our current teacher contract will be necessary in order to fully accomplish the RTTT.
We would need to create a district PD committee to insure that efforts were not being duplicated, and PD was in alignment with strategic planning, as well as insuring that all schools were receiving equitable support.
Additional funding for curriculum development, instructional materials and instructional technology would need to be expanded as it is not provided in the RTTT grant.
We will need to pay to train additional educators through RIDE professional development for each category strand.
We will need to hire additional curriculum specialists at elementary, middle, high school level and for special needs teachers OR “free up” a teacher leader or administrator in each area to train and support teachers.
The timeline is a challenge especially because each person on our RTTT team and our leadership team will be managing ALL 5 Support Systems while also managing the day to day operations of schools and systems.
RIDE limits the amount of educator participants able to receive PD from each district. Therefore in SK, we will have the burden and expense of training the remaining educators. Even with extended training opportunity, the PD will not be 1 st hand from the original trainers.
How will we afford to support training for educators after the term of the grant?

Key Personnel

Identify who from your district will be responsible for planning, implementing, and being held accountable for the work within System of Support One: Standards and Curriculum.

Key Personnel by Title:	Contact Information:
Kristen Stringfellow, Ed.D., Superintendent	360-1307 kstringfellow@skschools.net
Mary Kelley, Assistant Superintendent	360-1302 mkelley@skschools.net
Judith Saccardo, Ph.D., Director of Pupil Personnel Services	360-1214 jsaccardo@skschools.net
John Ritchotte, Director of Administrator Services	360-1303 jritchotte@skschools.net
Michele Humbyrd, Ed.D., CCMS Principal	360-1363 mhumbyrd@skschools.net
Debra Zepp, Matunuck Principal	360-1279 dzepp@skschools.net
Doug Snow, Technology Director	360-1212 dsnow@skschools.net
Christine Heid, Teacher & NEASK President	360-1255 cheid@skschools.net

Budget: Years 1- 4

RIDE will be working with superintendents and business managers to develop annual detailed budgets, utilizing the AcceleGrants system that will reflect actual costs. Please refer to the Budget Guidance contained in Attachment B for additional information.

Category	Description	Detail	Amount		
			Year 1	Year 2-4 (2011-2014)	Total
Study of Standards	Educator stipends for Professional Development	Study of standards allows for 85% of math, ELA, elementary, sped, and ESL teachers in urban districts and teams of four per building for non urban districts to be trained on standards learning, curriculum and assessment alignment during 1 day in the summer.	To be determined		\$5,400
Intensive Curriculum Alignment	Replacement Costs	Curriculum resources will allow for all math and ELA teachers to develop vertically aligned scopes and sequences and units of study for math, English language arts, science and SS. This would include substitute teacher replacement costs @ \$100/day for 650 days/LEA or consortiums of small LEAs.	To be determined		

Race to the Top funds will be set aside for estimated costs incurred during the development of the support systems, and will be managed through an internal budgeting process to be handled at RIDE. The total estimated cost for the Study of the Standards is \$600,923.

The SEA total estimated contribution for design and development for the study of the standards and the intensive curriculum resources is \$4,967,535.

System of Support Two: Instructional Improvement Systems

System of Support Two: Instructional Improvement Systems

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

SEA and LEA Commitments to Support System Two

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 and the Instructional Management System to school leadership teams.
4. RIDE will conduct weeklong summer 'Academy of Transformative Leadership' training programs and three additional one-day workshops during the course of the school year.
5. 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 2011.
3. Provide all educators' access to the Interim Assessments available on the Instructional Management System beginning in Spring 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 state-wide Instructional Management System tools and resources.
7. Identify school leadership teams to participate in a three-day summer program and three additional one-day workshops on the use of formative assessment and interim assessment data to improve instruction and student achievement.

Elements of the Support System 2: Instructional Improvement Systems

The Instructional Improvement Systems has four required elements.

- ☒ Required element 1: Formative Assessment
- ☒ Required element 2: Interim Assessment
- ☒ Required element 3: Instructional Management System Data Platform
- ☒ Required element 4: Using-Data Professional Development

INSTRUCTIONS: Below are the action plans for the elements of the Support System. Because Rhode Island has adopted a statewide strategy, most of the tasks associated with Support System are already established through the state plan. In these instances, an "X" has been assigned to tasks, identifying both the LEA commitment and timeline to complete the task. You can add additional rows to each action plan that details further how (Technical Tasks) and when (by placing an "X") your district will advance the goals of this Support System.

LEA Action Plan: Formative Assessment							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Identify process and timelines by which all educators will participate in the formative assessment training modules.					X		
Develop protocols or expectations regarding the use of formative assessment in daily instruction.					X		
Coordinate participation of all educators in training modules.					X		

LEA Action Plan: Interim Assessments							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Identify method by which all educators will have access to interim assessments.					X		
Develop timeline for and coordinate facilitation of training of all educators in the use of interim assessments.					X		
Develop protocols or expectations regarding the use of interim assessment to inform instruction including timelines for administration and process for scoring and reporting results.					X		

Instructional Management System Data Platform							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Participate in state-wide data governance decision making	X						
Identify an LEA data steward and provide the name of the individual to RIDE	X						
Maintain data quality standards of local student information systems				X			
Upload local assessment data and program information as required by RIDE in a timely manner.				X			
Identify method by which all educators will have access to the Instructional Management System.				X			

Using-Data Professional Development							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Identify leadership teams from every school to participate in the data training				X			
Provide RIDE with the list of educators to participate in the training.				X			
Coordinate schedule with RIDE so that all school leadership teams cycle through training by 2014-2015				X	X	X	
Develop timeline and process to facilitate data use trainings to all educators in the LEA.							
Facilitate data use training with all educators in the LEA.							

District Analysis for Support System Two

In this section, you will be prompted to reflect on and record the overall challenges associated with all elements of implementation of Support System Two. Review the action plans from the previous pages and the overall vision of reform for this support system below.

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.

Adaptive Challenges

What do you anticipate to be the major adaptive challenges in implementation of Support System Two? Consider the specific issues related to scaling the work throughout your district and sustaining it beyond the life of the grant.

Adaptive Challenges
As a member of the cohort working with the RIDE RTI initiative, SK has already invested financial and human resources in identifying, purchasing and training staff in research based curriculum based measures such as AIMSWEB and NWEA. A major challenge for us would be if the RIDE identifies other formative assessments that do not include AIMSWEB or NWEA. If AIMSWEB and NWEA are RIDE chosen formative assessments, our challenge would be to take it to the next level versus introductory work that may be appropriate for a district that has not moved forward with formative assessments.
SK has a RIDE approved Action Plan that was part of the waiver request to delay for one year the use of RTI to identify students with learning disabilities. Part of that plan was purchasing (with approved ARRA funds) from TIENET an RTI data platform where formative, interim and summative data as well as attendance and SWIS (PBIS) information can all be stored, analyzed and used to develop RTI plans to improve student learning. Not knowing what the RIDE management system is all about, our dilemma is if we should go forward with what has already been approved in our action plan and ARRA grant?
Currently, our contract pays teachers a per-diem for summer work (and all work outside of the school day (unless it is voluntary). If the work is voluntary how do we ensure that all staff attend the PD.
We are piloting all of the integrations of SIF interfacing with RIDE. We are concerned that we will have challenges connecting this work with existing district databases (SMS, AIMSWEB, NWEA, etc.)
Lack of technology funding to meet database interfaces for SIF interfaces for all existing and future databases.
Creating a 2-way interface for all data information for all schools (and districts).

SKSD would need system requirements from RIDE ASAP in order to plan for our future technology needs.
The timeline is a challenge especially because each person on our RTTT team and our leadership team will be managing ALL 5 Support Systems while also managing the day to day operations of schools and systems.
This is a huge undertaking. A challenge will be getting all who need to do the work and receive the PD the time to do it without compromising continuous instructional time for students to make ambitious progress and close achievement gaps.
Supporting additional computers for testing and training will be costly.
RIDE pays the reimbursement of \$100/sub, but that would require teachers leaving their classrooms. If we wanted teachers to remain in classrooms, therefore receiving training outside of the school day the idea would be cost-prohibitive as our teachers are compensated at a "per diem rate" for work outside of their school day/year.
Funding to pay ISP's (intermediate service providers) to facilitate the work for all of the teachers not trained by RIDE (and to sustain this work beyond the grant).
Funding for additional PD days (we currently have 1 paid day per contract) is not provided but is critical to this work.
Negotiations within our current teacher contract will be necessary in order to fully accomplish the RTTT goals.
We will need to pay to train additional educators through RIDE professional development for each category strand.
We will need to hire additional technology specialists at elementary, middle, high school level and for special needs teachers OR "free up" a teacher leader or administrator in each area to train and support teachers.
RIDE limits the amount of educator participants able to receive PD from each district. Therefore in SK, we will have the burden and expense of training the remaining educators. Even with extended training opportunity, the PD will not be 1 st hand from the original trainers.
How will we afford to support training for educators after the term of the grant?

Key Personnel

Identify who from your district will be responsible for planning, implementing, and being held accountable for the work within System of Support Two: Instructional Improvement Systems

Key Personnel by Title:	Contact Information:
Kristen Stringfellow, Ed.D., Superintendent	360-1307 kstringfellow@skschools.net
Mary Kelley, Assistant Superintendent	360-1302 mkelley@skschools.net
Judith Saccardo, Ph.D., Director of Pupil Personnel Services	360-1214 jsaccardo@skschools.net
Principals	
Department Chairs	
Teacher Leaders (Curriculum Coordinators, Math Coaches, etc.)	
Christine Heid, Teachers and NEASK President	360-1255 cheid@skschools.net

Budget: Years 1- 4

RIDE will be working with superintendents and business managers to develop annual detailed budgets, utilizing the AcceleGrants system that will reflect actual costs. Please refer to the Budget Guidance contained in Attachment B for additional information.

Category	Description	Detail	Amount		
			Year 1	Year 2-4 (2011-2014)	Total
Formative Assessment	Replacement Costs	An online module tool will be created that will train teachers on the development and implementation of high quality formative assessments. These funds allow for substitute teacher replacement costs for 2 days at \$100/day for 70% of math, ELA, elementary, sped, and ESL teachers in urban districts and teams of four per building for non urban districts.	0	\$10,800	\$10,800
Professional Development on Using Data	Educator stipends for Professional Development	Training will be provided to all school leadership teams of four per building on holding teachers accountable for effectively using interim assessment data to improve instruction. Stipends to principals and teacher leaders in cohorts of 10 teams for 3 continuous summer training days at \$150/day per educator and 3 additional training days will occur throughout the year with substitute teacher replacement cost at \$100/day for those days.	0	\$35,100	\$35,100

Race to the Top LEA funds will be set aside for estimated costs incurred during the development of the support systems, and will be managed through an internal budgeting process to be handled at RIDE. LEA total estimated cost for the design and development of the interim assessments is \$6,555,000. The design and development of the instructional management system, on-line tool kit and licensing fees is \$1,131,925.

The SEA total estimated contribution for:

- Design and development for interim assessment is \$1,115,816.
- Design and development for instructional management system is \$2,297,044.

System of Support Three: Educator Effectiveness

System of Support Three: Educator Effectiveness

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

SEA and LEA Commitments to Support System Three:

RIDE Commitments	Local Education Agency Commitments
RIDE will coordinate the development of the RI Educator Evaluation System that meets state Standards.	Participate in the development of the new educator evaluation system.
RIDE will collaborate with the educational community to develop the RI Educator Evaluation System	Identify a district evaluation team that will work closely with RIDE.
RIDE will develop and provide support and training to LEA teams so that they can understand and implement the evaluation system with fidelity.	Participate in training to implement the evaluation system with fidelity.
RIDE will recruit and train Intermediary Service Providers to support the implementation and sustainability of the system.	Monitor the implementation of the system and recommend refinements.
RIDE will design, build, and use an evaluation system.	Monitor data required to implement and report results on educator evaluation.
	Use the information from the evaluation system to inform personnel actions.

Elements of the Support System 3: Educator Effectiveness

The Educator Effectiveness support system has one required element.

☒ Required element 1: Rhode Island Evaluation Design and Implementation

INSTRUCTIONS: Below are the action plans for the elements of Support System. Because Rhode Island has adopted a statewide strategy, most of the tasks associated with Support System are already established through the state plan. In these instances, an “X” has been assigned to tasks, identifying both the LEA commitment and timeline to complete the task. You can add additional rows to each action plan that details further how (Technical Task) and when (by placing an “X”) your district will advance the goals of this Support System.

LEA Action Plan: RI Evaluation Design and Implementation							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Participate in System Design Development or Feedback Opportunities: teacher, support professional and administrator systems	X	X	X	X	X	X	X
Identify LEA Evaluation Team	X	X					
Coordinate with RIDE key personnel and timelines		X	X	X			
Field Test (where applicable)			X	X			
Identify individuals who will serve as evaluators		X	X				
Participate in Evaluator Training			X	X	X		
Participate in Student Learning Component Training			X	X			
Examine LEA Policies and Contracts for Challenges	X	X	X				
Implement Evaluation System					X	X	X
Collaborate in the System Refinement Process					X	X	X
Contribute to the Design of an Evaluation Data System			X	X			
Participate in Training on Data System					X		
Provide Requested Data as part of an accountable management system					X	X	X

Use Evaluation Data to identify individual and school/district-wide professional development needs and act on those needs							
Dismiss Educators who have 2 consecutive years of ineffective performance							X

District Analysis for Support System Three

In this section, you will be prompted to reflect on and record the overall challenges associated with all elements of implementation of Support System Three. Review the action plans from the previous pages and the overall vision of reform for this support system below.

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.*

Adaptive Challenges

What do you anticipate to be the major adaptive challenges in implementation of Support System Three? Consider the specific issues related to scaling the work throughout your district and sustaining it beyond the life of the grant.

Adaptive Challenges	
Economies of scale – the increase in frequency and intensity of implementing the RIDE Educator Evaluation System will make additional demands on building administrators. The challenge will be how to accomplish the task without hiring additional administrators to evaluate teachers.	
Fidelity – Given that the evaluations can have dire consequences for positions and certification, how will fidelity be assured?	
Growth models for students with disabilities - closing the gap with statewide performance measures only looks at cutting the gap in half using NECAP scores. Special education enrollment is not static as students move in and out of special education. On December first, 2009, SK had 572 students receiving special education. During that 2008-2009 school year, 240 students exited special education with 50% or 119 students exited because they graduated, turned 21, met their objectives or were no longer eligible (in general showed growth); 29% or 69 exited because they moved (neutral). The students who demonstrate significant growth leave special education and are replaced by students in general education that are not showing growth. There needs to be other models that can measure this kind of growth as it cannot be captured with NECAP scores alone.	
Connecting all scoring data and assessments together will be challenging.	
Purchasing or creating a new local data management tool for evaluation (for day to day data collection).	
Web-based system for data collection? So that evaluators could use the data management tool with complete flexibility.	
Training for teachers on the evaluation system before they are evaluated will be critical to successful implementation.	
PD for evaluators to insure inter-rater reliability is essential.	
PD on benchmarking common assessments (if 75% of educators are being evaluated on non-NECAP/PARCC measures).	
Funding for additional trainers, and/or evaluation specialists is not provided but is critical to this work.	
Negotiations with regard to evaluation within our current teacher contract will be necessary in order to fully accomplish the RTTT.	
We will need to pay to train additional educators through RIDE professional development for each category strand.	
The timeline is a challenge especially because each person on our RTTT team and our leadership team will be managing ALL 5 Support Systems while also managing the day to day operations of schools and systems.	
RIDE limits the amount of educator participants able to receive PD from each district. Therefore in SK, we will have the burden and expense of training the remaining educators. Even with extended training opportunity, the PD will not be 1 st hand from the original trainers.	
How will we afford to support training for educators after the term of the grant?	
How will RIDE build database interfaces so that they can retrieve our data and we can access and utilize the data to utilize in evaluating teachers?	

Key Personnel

Identify who from your district will be responsible for planning, implementing, and being held accountable for the work within System of Support Three: Educator Effectiveness

Key Personnel by Title:	Contact Information:
Our district educator evaluation team:	

Kristen Stringfellow, Ed.D., Superintendent (co-chair)	360-1307 kstringfellow@skschools.net
Mary Kelley, Assistant Superintendent	360-1302 mkelley@skschools.net
John Ritchotte, Director of Administrator Services	360-1303 jritchotte@skschools.net
Michele Humbyrd, Ed.D., CCMS Principal (co-chair)	360-1363 mhumbyrd@skschools.net
Sheila Sullivan, BRMS Principal	782-6223 ssullivan@skschools.net
Robert McCarthy, SKHS Principal	360-1150 rmccarthy@skschools.net
Teresa Egan, Assistant Director Pupil Personnel Services	360-1211 tegan@skschools.net
Christine Heid, Teacher and NEASK President	360-1255 cheid@skschools.net

Budget: Years 1- 4

RIDE will be working with superintendents and business managers to develop annual detailed budgets, utilizing the AcceleGrants system that will reflect actual costs. Please refer to the Budget Guidance contained in Attachment B for additional information.

Category	Description	Detail	Amount		
			Year 1	Year 2-4 (2011-2014)	Total
Rhode Island Evaluation Model Design and Implementation	Replacement Costs for Professional Development	These funds are provided for teacher replacement costs at \$100/day for 5 days in year 1, for 3 days in year 2 and for 2 days in year 3.	\$13,500	\$13,500	\$27,000
Rhode Island Evaluation Model Design and Implementation	Intermediary Service Provider (ISP) Stipend Costs	A corps of 12 intermediary service providers (ISP) will be trained to help urban principals and superintendents implement the new evaluation system. Funds are provided for 12 ISP stipends at \$500/day for 100 days over 3 years.	To be determined		

Race to the Top LEA funds for design and development will be set aside for costs incurred during the development of the support systems, and will be managed through an internal budgeting process to be handled at RIDE. The total estimated cost for the Student Growth Measures is \$4,872,000.

The SEA total estimated contribution for:

- Design and development for Student Growth Measures is \$3,124,165.
- Design and development for the Educator Evaluator System is \$4,510,722.
- Design and development for the Rhode Island Evaluation Model Design and Implementation is \$1,563,732.

System of Support Four: Human Capital Development

System of Support Four: Human Capital Development

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

SEA and LEA Commitments to Support System Four

RIDE Commitments:

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

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.

Elements of the Support System 4: Human Capital Development

The Human Capital Development system has 2 required elements.

☒ Required element 1: Statewide Educator Recruiting Platform- TEACH-RI

☒ Required element 2: New Teacher Induction

INSTRUCTIONS: Below are the action plans for the elements of Support System. Because Rhode Island has adopted a statewide strategy, most of the tasks associated with Support System are already established through the state plan. In these instances, an "X" has been assigned to tasks, identifying both the LEA commitment and timeline to complete the task. You can add additional rows to each action plan that details further how (Technical Task) and when (by placing an "X") your district will advance the goals of this Support System.

LEA Action Plan: Statewide Educator Recruiting Platform- Teach-RI							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Review current contract with vendor	X	X					
Determine need to join TEACH-RI network		X	X				
Subscribe to TEACH-RI network				X	X	X	X

New Teacher Induction							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Participate in Induction Development Opportunities				X			
Identify Possible Mentors for Training				X			
Training of Mentors				X			
Provide Induction Supports					X	X	X
Grant Tenure Only to Those New Teachers Who Demonstrate Effectiveness							X

District Analysis for Support System Four

In this section, you will be prompted to reflect on and record the overall challenges associated with all elements of implementation of Support System Four. Review the action plans from the previous pages and the overall vision of reform for this support system below.

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.

Adaptive Challenges

What do you anticipate to be the major adaptive challenges in implementation of Support System Four? Consider the specific issues related to scaling the work throughout your district and sustaining it beyond the life of the grant.

Adaptive Challenges
The current teacher contract would need negotiated as Article 19 includes an SK Mentoring Program that is not aligned with the RIDE induction and mentoring system on which tenure decisions are based.
Concern that with outside mentors (not teachers from our district) that the frequency, duration of support and impact on student achievement and teacher retention will be reduced.
Current mentor teachers who are highly effective and who have invested time, money, training, etc. will feel devalued if not included in this process.
For 10+ years we have been building capacity within our district and with our teacher leaders to do this work (developing a PLC in each school), we worry that after the grant is complete that we will no longer have the capacity to sustain the work because we may not have mentor teacher leaders in-house.
Currently our district is using a more comprehensive, versatile and effective website (School spring) for posting our current positions. Teach-RI is not as robust and would be a step backward for us. Are we being required to merely post jobs on Teach-RI or will applicants have to submit their applications through Teach-RI? A possible solution is for Teach-RI to link to School spring. We prefer to continue with School spring.
SK has invested time and money in the School spring network.
School spring is very effective and efficient. It would be unfortunate to lose the current system that we have.
Funding to pay ISP's (intermediate service providers) to facilitate the work for all of the teachers not trained by RIDE (and to sustain this work beyond the grant).
Funding for additional PD days (we currently have 1 paid day per contract) is not provided but is critical to this work.
We will need to hire additional mentor/induction specialists at elementary, middle, high school level OR "free up" a teacher leader in each area to train and support teachers.
RIDE limits the amount of educator participants able to receive PD from each district. Therefore in SK, we will have the burden and expense of training the remaining educators. Even with extended training opportunity, the PD will not be 1 st hand from the original trainers.
How will we afford to support training for educators after the term of the grant?

Key Personnel

Identify who from your district will be responsible for planning, implementing, and being held accountable for the work within System of Support Four: Human Capital Development.

Key Personnel by Title:	Contact Information:
Kristen Stringfellow, Ed.D., Superintendent	360-1307 kstringfellow@skschools.net
Mary Kelley, Assistant Superintendent	360-1302 mkelley@skschools.net
Judith Saccardo, Ph.D., Director of Pupil Personnel Services	360-1214 jsaccardo@skschools.net
John Ritchotte, Director of Administrator Services	360-1303 jritchotte@skschools.net
Christine Heid, Teacher and NESK President	360-1255 cheid@skschools.net

Budget: Years 1- 4

RIDE will be working with superintendents and business managers to develop annual detailed budgets, utilizing the AcceleGrants system that will reflect actual costs. Please refer to the Budget Guidance contained in Attachment B for additional information.

Category	Description	Detail	Amount		
			Year 1	Year 2-4 (2011-2014)	Total
Induction Program	Salary of Mentors	Mentoring protocols, standards and formative assessment tools will be developed for an induction model and mentors will be rigorously recruited and trained in year 1. The mentors will be provided to all new first year teachers and for a 2 nd year for urban new teachers. Costs were estimated at 11 mentoring days at \$500/new teacher.	0	\$82,500	\$82,500

Race to the Top LEA funds will be set aside for costs incurred during the development of the support systems, and will be managed through an internal budgeting process to be handled at RIDE. The total estimated cost for the statewide on-line recruiting platform is \$112,500.

The SEA total estimated contribution for:

- Program design and RIDE's coordination of mentors for the induction program is \$1,423,759.
- Design and development for the statewide on-line recruiting platform is \$112,500.
- Design and development of the Academy of Transformative Leadership and for leadership training modules is \$886,449.

System of Support Five: School Transformation & Innovation

System of Support Five: School Transformation & Innovation

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

SEA and LEA Commitments to Support System Five

RIDE Commitments:

1. RIDE will identify persistently lowest achieving 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 Persistently Lowest Achieving Schools (PLA).
4. RIDE will conduct trainings for turnaround principals and core leadership teams from each "Persistently Lowest Achieving (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 summer trainings.

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.

Elements of the Support System 5: School Transformation & Innovation

School Transformation and Innovation System only applies to districts that have RIDE identified persistently lowest achieving schools. For these districts there are four required elements:

- ☒ Required element 1: School Achievement Specialist
- ☒ Required element 2: Turnaround Principal Corp
- ☒ Required element 3: Summer Leadership Institute
- ☒ Required element 4: Evaluation Implementation

INSTRUCTIONS: Below are the action plans for the elements of Support System. Because Rhode Island has adopted a statewide strategy, most of the tasks associated with Support System are already established through the state plan. In these instances, an "X" has been assigned to tasks, identifying both the LEA commitment and timeline to complete the task. You can add additional rows to each action plan that details further how (Technical Task) and when (by placing an "X") your district will advance the goals of this Support System.

LEA Action Plan: School Achievement Specialist							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
In collaboration with the school achievement specialists, review the school's comprehensive needs assessment and school reform plan to identify major and minor goals.			X	X			
In collaboration with the school achievement specialists conduct baseline assessments of each school to link key areas of need across all domains (e.g.: professional learning, culture/climate/environment, community engagement, resource alignment).							

Turnaround Principal Corp							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Assess leadership needs for the identified PLAs				X			
Identify and recommend school-based, district-based and non school-based leaders within the LEA as potential participants for the turnaround corp.				X			
Support turnaround principal corp. participants in all trainings					X	X	
Monitor and track progress of all turnaround leaders in their assigned schools							X

Summer Leadership Institute							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Identify a core team to attend summer training					X		
Using comprehensive needs assessment/school reform plan, identify specific areas for improvement in content, instructional delivery, and student assessment.					X		
Participate in scheduled summer training					X		
Provide feedback on the design and delivery of summer training						X	

Evaluation Implementation							
Technical Tasks	2010-11				2011/12	2012/13	2013/14
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter			
Meet legal requirements for comprehensive school interventions.			X	X			
Create capacity to implement and maintain changes at the school level affecting student success.			X	X			
Utilize longitudinal data sources to monitor and measure efforts, adapt programming and increase academic achievement.				X			
Establish methods for capturing best practice work among PLAs.			X	X	X	X	X

District Analysis for Support System Five

In this section, you will be prompted to reflect on and record the overall challenges associated with all elements of implementation of Support System Five. Review the action plans from the previous pages and the overall vision of reform for this support system below.

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 and 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.

Adaptive Challenges

What do you anticipate to be the major adaptive challenges in implementation of Support System Five? Consider the specific issues related to scaling the work throughout your district and sustaining it beyond the life of the grant.

Adaptive Challenges
NA

Key Personnel

Identify who from your district will be responsible for planning, implementing, and being held accountable for the work within System of Support Five: School Transformation & Innovation.

Key Personnel by Title:	Contact Information:
1.NA	
2.	
3.	

4.

Budget: Years 1- 4

RIDE will be working with superintendents and business managers to develop annual detailed budgets, utilizing the AcceleGrants system that will reflect actual costs. Please refer to the Budget Guidance contained in Attachment B for additional information.

Category	Description	Detail	Amount		
			Year 1	Year 2-4 (2011-2014)	Total
School Achievement Specialist	School Achievement Specialist (SAS) Stipends	These funds would provide SAS support to identified PLAs. Each school will receive 20 days of SAS support for a planning year, 20 days in the first year of implementation of a chosen intervention program, and 10 days of additional support in the second year of implementation. SAS's will also work with LEAs to enhance coordination for 5 days in the school's planning year, 5 days in the school's first year of implementation, and 2 days in the school's second year of implementation. The SAS costs have been estimated at \$1,300 a day.	To be determined		
School Achievement Specialist	Contractor Costs	In years 1 and 2 of implementation, a contractor will conduct a rigorous comprehensive needs assessment for each PLA against researched based criteria that will include specific actionable recommendations. The estimated cost is \$25,000 per assessment.	To be determined		
Summer Leadership Institute	Educator Professional Development Stipend	The leadership teams of each PLA will receive a 10-day training with a nationally-recognized expert. The entire PLA staff will receive a 10-day training as well. The estimated stipend cost is \$150/day per educator.	To be determined		
Evaluation Implementation	Evaluation Implementation	Funds are provided to each PLA for an Evaluation	To be determined		

	Specialist (EIS) Stipends	Implementation Specialist to support the robust implementation of an evaluation system for one year of the intervention program. The estimated costs are \$100,000 per EIS.	
Turnaround Principal Corp	Principal Trainee Salaries	Funding is provided for principal trainee salaries for resident year in the training program. Costs were estimated at \$150,000 per principal per year. Training will be provided to four principals per year for three years.	To be determined

Race to the Top funds will be set aside for costs incurred during the development of the support systems, and will be managed through an internal budgeting process to be handled at RIDE. The LEA total estimated contribution for:

- Delivery of the Summer Institute Leadership Training modules of leaders and teachers is \$1,392,000
- Design and delivery for the leadership training modules and the operating costs of the Turnaround Principal Corp is \$2,773,510.

The SEA total estimated contribution for:

- Design and development of the SAS program and recruitment of the SAS's is \$1,419,538.
- Design and delivery of the Summer Institute Leadership Training is \$650,000.
- Design and delivery for the leadership training modules and the operating costs of the Turnaround Principal Corp is \$982,510.

2. Partnership Agreement and LEA Scope of Work: Project Years 1- 4

This Finalized Scope of Work and Detailed Work Plan is a continuance of the Partnership Agreement established in the original Memorandum of Understanding ("MOU") entered by and among the Rhode Island Department of Elementary and Secondary Education (RIDE) as grantee, South Kingstown School Department ("Participating Local Education Agency (LEA)") as sub-grantee, and local teachers' union as participating partner. The purpose of this Partnership Agreement and Scope of Work is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of Rhode Island's implementation of an approved Race to the Top (RTTT) grant project. In assisting the Rhode Island Department of Elementary and Secondary Education (RIDE) in implementing the tasks and activities described in the Rhode Island's Race to the Top (RTTT) application, South Kingstown School Department will be a sub-grantee and agrees to the following grant conditions.


1. This Finalized Scope of Work is subject to all the understandings, conditions, agreements and assurances detailed in the original MOU under the authorities of the LEA superintendent and the Commissioner of the Rhode Island Department of Education (RIDE). In particular, RIDE and the participating LEA will collaborate in good faith to ensure alignment and coordination of state and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's RTTT Application, consistent with their respective roles under State law and policy.
2. The RIDE and LEA key contact people for this Race to the Top grant will maintain frequent communication to facilitate cooperation under this MOU.
3. RIDE and participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4. This Finalized Scope of Work must be submitted and approved within ninety (90) days of the notification of award of the Race to the Top Grant, which occurred on August 24, 2010. In order for the Finalized Scope of Work to be complete, the district must submit information detailing the Finalized Scope of Work, Specific Goals, Key Personnel, Activities and Timelines, Annual Targets for Key Performance Measures, and Budgets for all Support Systems set forth in the templates provided in this Finalized Scope of Work.
5. The Finalized Scope of Work shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

6. The LEA will actively participate in all relevant convening meetings, communities of practice, or other practice-sharing events that are organized or sponsored by RIDE or by the U.S. Department of Education ("ED") in order to facilitate communications: (a) progress of the project; (b) potential dissemination of resulting non-proprietary products and lessons learned; (c) plans for subsequent years of the Race to the Top grant period; and, (d) other matters related to the Race to the Top grant and associated plans.
7. The LEA will post to any website specified by RIDE or ED, in a timely manner, all non-proprietary products and lessons learned that were developed using funds under the Race to the Top grant.
8. The LEA will participate, as requested, in any evaluations of this grant conducted by RIDE or ED.
9. The LEA will be responsive to RIDE or ED requests for information regarding the status of the project, project implementation, performance measures, outcomes, and any problems anticipated or encountered.
10. The LEA agrees to bargain in good faith with its unions over matters within the scope of the Work Plan that impact hours, salary, working conditions, and other terms of employment. Those portions of the Work Plan subject to bargaining shall be implemented only upon the agreement of the LEA and Union. Nothing in the LEA Work Plan shall be construed to alter, waive, expand or supersede the terms of the collective bargaining agreement, or the rights afforded school district employees under Federal, State or local laws. The LEA agrees that, subject to applicable law, any claim by the Union that any term of the Work Plan violates, waives or supersedes the collective bargaining agreement shall be arbitrable under the collective bargaining agreement and enforceable under the grievance/arbitration clause in the collective bargaining agreement.
11. RIDE and the participating LEA will collaborate in good faith to ensure alignment and coordination of state and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's RTTT Application, consistent with their respective roles under Federal and State law and policy.
12. It is explicitly understood and agreed that, if RIDE determines that the participating LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements in regard to the RTTT program, that RIDE is fully authorized to take appropriate enforcement action, which could include a collaborative process between RIDE and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including, but not limited to, putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.
13. This Partnership Agreement and Scope of Work may be amended only by written agreement signed by each of the parties involved, and in consultation with ED. Revocation of the commitment of any signatory to this Scope of Work shall be considered an amendment for the purposes of this section.

The undersigned hereby certify and represent that they have read and understood the conditions stated above and further agree to abide by all applicable conditions for the life of the grant for all activities pertinent thereto.

The terms of this Partnership Agreement begins on December 1, 2010 and expires on September 30, 2014. Agreement activities and budgets may be modified by mutual consent prior to the beginning of each phase of work.

SIGNATURES

LEA Superintendent		
Signature		Date: 11/11/10
Print Name/Title Kristen E. Stringfellow, Ed.D., Superintendent		

Commissioner of Elementary and Secondary Education	
By its signature below, the State hereby accepts the LEA as a Participating LEA.	
Signature	Date
Print Name/Title	

3. Attachments

A: Race to the Top Assurances

B: Budget Guidance

C: Technical Assistance Schedule