



# Bakerfield Elementary School

FY14 1003(g) School Improvement Grant  
Louisiana Department of Education

Bakerfield Elementary  
School  
2550 South Street  
Baker, LA 70714

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## Applicant Contact Information

**Louisiana Department of Education  
FY14 1003(g) School Improvement Grant  
LEA Application Narrative**

|   |  |
|---|--|
| <b>Official Name of LEA (Agency/Organization)</b> | City of Baker School System  |
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| <b>ZIP Code</b>                                   | 70714  |
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**A. SCHOOL TO BE SERVED: Provide information about the school to be served with a School Improvement Grant.**

| Official Name of School      | Site Code (6 digits) | NCES ID (12 digits) | Priority or Focus School | Intervention Model* | Amount Requested |
|------------------------------|----------------------|---------------------|--------------------------|---------------------|------------------|
| Bakerfield Elementary School | 068004               | 200040000345        | Focus                    | Transformation      | \$461,999        |

**School Profile**

| Rurality (Rural, Suburban, Urban) | % Free/Reduced Lunch or % Educationally Disadvantaged | Current SY14-15 Enrollment | Anticipated Enrollment* |         |         |         |         |
|-----------------------------------|---|----------------------------|-------------------------|---------|---------|---------|---------|
|                                   |   |                            | SY15-16                 | SY16-17 | SY17-18 | SY18-19 | SY19-20 |
| Suburban                          | 87%   | 185                        | 210                     | 235     | 260     | 285     | 310     |

**Has the LEA been awarded a SIG grant prior to SY14-15?**

**Yes**

**No**

If the LEA was awarded a SIG grant prior to SY14-15, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

Optional: Additional contact information or information about the school to be served:

*Bakerfield Elementary School* currently serves 185 students in prekindergarten through fifth grade. The student population is made up of the following ethnic groups: African American (94%), Caucasian (4.9%) and Hispanic (1.1%).

The current School Performance Score for Bakerfield Elementary School is 27.4, a 36.9 point decline since 2010-2011 SY.

## SECTION 1: SCHOOL NEEDS

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### 1) Needs Assessment

Data-collection activities to support the needs analysis were completed between July 30 and August 31, 2015. District-level personnel, school-based administrators, teachers, and parents provided support during this process. Data and information was collected in the following ways:

- **Extant Data**  
The Supervisors of Assessment and Human Resources in cooperation with the Coordinator of Assessment provided information and data about the district's schools and students. CBSS leadership reviewed and analyzed student performance data, student achievement data, and teacher evaluation data.
- **Survey Data**  
One survey was administered to parents in May 2015 as part of an annual requirement from the Office of Federal Programs. The response rate at BES was 5%.
- **Focus Groups/Interviews**  
Immediately after being hired in the district, the Superintendent and Assistant Superintendent met separately with all district-level personnel and every Principal. During these meetings, interviewees shared their input regarding a gamut of factors that impact student achievement: school leadership, teacher capacity in content and/or pedagogy, quality and/or availability of instructional materials and resources, students' prior knowledge and engagement, and/or family/caregiver engagement. These discussions uncovered district-level and specific school site recommendations.

In addition, CBSS held its annual Back-to-School Convocation on August 6, 2015. Approximately 98% of all CBSS employees attended. Attendees participated in small group discussions of the district using a SWOT instrument to determine their perceptions of the strengths, weaknesses, opportunities, and threats to the school system and their particular school site (if applicable). An external auditor compiled the results and presented them to CBSS leadership.

Furthermore, the Superintendent hosted a Town Hall meeting on August 26, 2015. Approximately 100 members of the community attended. In small groups, attendees shared their concerns about the school system, ideas for the system, and potential roles for themselves in the success of the system.

CBSS leaders have analyzed the needs of Bakerfield Elementary School (BES) using these various sets of data, including state accountability results, standardized testing results, student

attendance data, results from teacher evaluations, and other qualitative sources as above described.

Utmost of all concerns is the continued legacy of declining school performance. In 2014, the Louisiana Department of Education assigned the school a grade of "F," as the school earned a performance score of 27.4. This score represents a decrease of three points from the previous school year. The school has been an Academically Unacceptable School (AUS) for four consecutive years.

This declining letter grade results from the lackluster performance of BES students on state standardized assessments. In 2014, school-wide DIBELS data shows that 53% (84/158) of the students are high risk/intensive. Third grade DIBELS data shows 63% of the student are high risk/intensive (20/30).

In the 2013-2014 school year, the most current data available, 69% of third grade students performed non-proficient on the English Language Arts portion of iLEAP, the weakest performance in the area of Research to Build Knowledge. On the Mathematics portion of iLEAP, 71% of third grade students performed non-proficient, the weakest performance in the area of Constructed Response.

In the 2013-2014 school year, 54% of fourth grade students performed non-proficient on the English Language Arts portion of LEAP, the weakest performance in the area of Reading and Responding. On the Mathematics portion of LEAP, 59% of fourth grade students performed non-proficient, the weakest performance in the area of Constructed Response.

In the 2013-2014 school year, 84% of fifth grade students performed non-proficient on the English Language Arts portion of iLEAP, the weakest performance in the area of Research to Build Knowledge. On the Mathematics portion of iLEAP, 79% of fifth grade students performed non-proficient, the weakest performance area in Operations and Algebraic Thinking.

The implications from the data at BES clarifies the overwhelming need of a transformational system that hones in on meaningful, standards-based student learning and teacher quality.

In addition, the average daily rate of student attendance may have adversely affect student achievement. According to data generated by JPAMS, the average daily attendance rate was 87.53% during the 2013-2014 school year. This rate increased minimally in 2014-2015 to 88.19%.

Further, BES has a 90% poverty rate. This rate is based on the 2013-2014 percentage of students approved for free/reduced meal prices. (Since 2014, the CBSS has participated in the Community Eligibility Provision of the Healthy, Hunger-Free Kids Act of 2010). Not surprisingly, the underperformance of students and mediocre attendance rate are among the student-centered characteristics of high-poverty schools.

BES exhibits many of the other challenges attributed to chronically low-performing and high-poverty schools. In addition to academic underachievement (Bartz & Evans, 1991; Cotton, 1991; Kretovics, Farber, & Armaline, 1991; National Center for Education Statistics, 2003; Ornstein, 1991; Stephen, Varble, & Tait, 1993) and the low attendance rate (Bartz & Evans, 1991; Clotfelter, Ladd, Vigdor, & Wheeler, 2007; Cotton, 1991; Domanico, 1994; Elliott, Jackson, & Alvarez, 1993; Grossman, 1995; Kozleski, Sands, & French, 1993; Kretovics, Farber, & Armaline, 1991; Stephen, Varble, & Tait, 1993), BES struggles with challenges that may be attributed to the district. For example, BES has experienced a high turnover rate among administrators, having had three different Principals within the past three years. Two of those Principals were return-to-work retirees whose key focus was to bring stability to the school.

However, based on the persistent lack of improvement in student achievement, additional strategies should have been in place to support students and faculty, for despite the dismal student performance, the 2014-2015 Compass Evaluation results show that 70% of the teachers received a rating of "Effective Proficient" and 30% were deemed "Effective Emerging." No teacher received a rating of "Ineffective." Thus, the data resoundingly indicates a need for effective school leadership and improved teacher quality that results in high student achievement.

A majority of BES teachers demonstrated a persistent weakness in Questioning and Discussion Techniques and Student Engagement, which directly correlates the low level of student learning at BES.

Further, CBSS district leadership concedes that, like other low-performing, high-poverty schools, BES continues to offer curricula and pedagogy that may be criticized for their lack of relevance to the lives of the students (Anyon, 1980; Delpit, 2003; Stephen, Varble, & Tait, 1993), which may contribute to the student outcomes we currently receive.

Moreover, BES struggles to build active home-school relationships (Acker-Hocevar & Touchton, 2001; Menacker, Hurwitz, & Weldon, 1988). An annual attempt to get feedback from parents and families through a Title I Survey yielded a 5% return rate in May 2015. Of those parents who participated, only 29% reported having participated in school-wide planning meetings, and none expressed a desire to participate in any in the future. Yet, between 61% and 76% of those parents reported the school does a good job in teaching their child well. This dichotomy is symptomatic of the gap between school and home and the gap between perceived teacher performance and actual student outcomes.

The leadership at CBSS and BES have analyzed these results and offer these findings:

1. The persistent recurrence of BES students not attaining proficiency across all content standards is indicative of an issue that exceeds students' lack of specific content mastery.

Students enter BES with deficit skills in core areas that must be re-taught and then students must be accelerated to be at least on-level. In order for this cycle of skill deficit identification, remediation, additional instruction, progress monitoring, re-teaching, and reassessment to take place, the CBSS must increase student instructional time on task and invest in resources that make this an efficient classroom-level process since a personalized learning environment is essential for students' academic growth.

2. Teacher capacity must be strengthened in content and pedagogy to address the multifarious needs of students.

Professional Learning Communities (PLCs), professional development and ongoing support in creating standards-aligned lessons and assessments that are relevant, rigorous, engaging, and effective is critical. To help monitor the implementation of this specific job-embedded professional development, a strong evaluation and support system must be in place in order to continue support to teachers and differentiate it based on their identified needs, which actions align to the Compass School Leader Evaluation Performance Rubric Domain II: School Culture.

Not only that, but teachers must also be part of an instructional schedule that allows for personalized learning opportunities for students in which either remediation or acceleration can take place according to each student's need.

3. School leadership must be enabled to focus on positively impacting the factors that influence instruction to create an environment that addresses the instructional needs of students and to create a school culture of learning for all.

Instructional systems must be put into place and school leaders should be informed in the use of these systems to be able to monitor the implementation of them. The school leader must be empowered to make decisions related to those factors that influence the quality of instruction such as: hiring, funding, and instructional resources. School leaders will use the Louisiana Principals Teaching and Learning Guidebook: A Path to High quality Instruction in Every Classroom to facilitate effective leadership practices.

4. We must strengthen home-school relationships, empowering parents/caregivers with meaningful opportunities to be engaged in the learning environment.

In order for schools to be successful, support for learning must be available to students when they are outside of the formal school environment. To gain that support, those who care for students in the home environment should have frequent opportunities to know what students are learning in school and how to support the learning at home. A positive home-school relationship should result in increased student attendance rates as well.

Targeting these four areas of need is critical to improving student achievement at BES.



## 2)

The needs at BES are in the areas of student achievement, teacher capacity, school leadership development, and home-school relations.

- Student Achievement

The majority of students who attend BES enter with deficit skills in reading and math as evidenced by student test results on iLEAP and LEAP for the past two school years.

- Teacher Capacity

Quality and purposeful student learning stems from quality and purposeful teaching. In order for students to get effective instruction, BES teachers need explicit professional development, based on outcomes from Compass, in addition to student achievement data reports, in the area of pedagogy, with an emphasis on engaged, intellectually active, student learning and literacy. Further, the consistent lack of student mastery across all content areas demonstrates the need to focus on reading and writing skills.

- Leadership Development

School leadership must be prepared and enabled to affect the factors that influence instruction, such as: the structure of the school day to increase student time on task, instructional practice and supervision to ensure effective instruction is occurring in every classroom every day, and the use of resources.

- Home-School Relations

The academic and behavioral benefits of positive home-school relationships are well documented. However, this component of student success is severely lacking at BES.

While examining the needs at BES, CBSS leaders selected the Transformation Model as its intervention model because of its focus on school leadership and its treatment of teachers and principals in increasing their effectiveness.

### Theory of Action for Change

The CBSS theory of action is grounded in implementing the Transformation intervention model. This model allows for comprehensive change to school leadership and capacity-building for both principals and teachers. It is our belief that in consideration of the high turnover rate in BES leadership and the resulting negative effects on all of the factors that impact instruction, BES leadership must be re-designed/re-visioned to create an environment that is conducive to student learning.

Through the implementation of the transformation model, the CBSS will implement a digital- and standards-based Aligned Instructional System, in essence, creating a one-to-one digital environment for students and teachers that is embedded into instruction. This environment will be characterized by a school culture of collaboration, and implementation of the metaphor of student-as-worker/teacher-as-coach, among other principles characteristic of the Coalition of Essential Schools (See Appendix A).

This Aligned Instructional System will clearly articulate how BES will implement a digital- and standards-based instructional process through an aligned system of:

- The Common Core State Standards, which define what students are expected to know and be able to do
- Instructional Strategies, which describe the way in which the curriculum is presented, focused on the needs of students
- Tiered Interventions, which provide small grouping and/or individual additional instruction to students based on their performance at any given point during instruction
- Assessment and Data, which is designed to provide teachers with the information necessary to personalize instruction for all students using both formative and summative assessments of students' understanding
- Professional Development, which will focus on unpacking the standards, providing instruction that is aligned to the standards, and the use of strategies that embed technology at the transformation level of the SAMR model to foster students' thinking at the upper levels of Bloom's Taxonomy and level four of Webb's Depth of Knowledge

To increase the likelihood of school-wide improvement, the school Principal will ensure that all resources align to the aligned Instructional System. District leadership will support the Aligned Instructional System. Moreover, using the best change management techniques, district leadership and school leadership will build a new culture that embraces this theory of action.

### Theory of Action

| <b>Objectives</b>  | <b>Strategies</b>  | <b>Evidence of Improvement</b>  |
|--|--|---|
|  | If we do the following. . .  | . . .then we can expect the following impact on student achievement   |
| Develop and implement targeted computer-based Tier II and tier III interventions for identified students | Implement a blended instructional model utilizing SuccessMaker by Pearson to identify and target the skill deficiencies of individual students for reading and math  | Personalized learning environment that results in 90% of the target group attaining 90% mastery and reaching at least two years' gain in reading and math by the end of each school year  |
| Provide standards-aligned, relevant, rigorous, and engaging instruction in a digital environment         | Partner with the Institute for Learning at the University of Pittsburgh for professional learning and coaching for teachers in the areas of unpacking the standards, unit development, and Understanding by Design | Improved teacher performance on Compass Evaluation rubric in the areas of Student Engagement and Questioning/Discussion from average of "2" to "4" by 90% of teachers   |
|  | Partner with the One-to-One Institute to develop a one-to-one fully digital learning environment   | 100% of BES teachers will effectively integrate the use of technology in daily instruction  |
| Create a culture of learning for all   | Partner with the Using Minds Well Collaborative to implement principles resulting in a collaborative learning environment  | Teachers' use of desired cultural practices (i.e., depth over coverage, focus on understanding, personalized learning, learner-centered instruction) will provide instructional consistency among content areas and expectations for students |
| Strengthen home-school relations   | Partner with the One-to One Institute to develop a parent component for instruction  | Increased daily attendance rate from 88% to 92%<br><br>Increased parent participation in academic activities  |

SIG funds will be used to support the implementation of selected strategies, i.e., professional development provided by the Institute for Learning, One-to-One, and Using Minds Well (See Appendices B and C).

### 3) Family and Community Input

Feedback from BES family members and the greater community has been gained through multiple venues, including the annual convocation event, the Superintendent's Town Hall, and the federal programs survey. Three recurring themes resounded throughout those events: (1) more parent engagement is needed to support students' ability to learn, (2) parents desire support to enable them to assist their children academically, and (3) parents desire more frequent communication between home and school. Further, parents and community members expressed a desire for the increased use of technology in the classroom.

Considering this input, the intervention model and related strategies are designed to meet those needs. The one-to-one device implementation will allow parents to see at home what their children are learning in the classroom, and programs such as SuccessMaker will provide home instruction so that parents can refine their skills as their children are building theirs. Moreover, the access to technology will allow the school to communicate more effectively with parents through the use of JCampus, which the CBSS uses already to inform parents of their child's homework, grades and attendance.

## SECTION 2: INTERVENTION DESIGN

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**4) SIG Requirements.** Describe the actions that the LEA has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, **transformation model**, evidence-based whole school reform model, early learning model, or state-determined model.

The CBSS has begun to implement the components of the Transformation Model already.

| <b>Requirement</b>  | <b>CBSS Action</b>  |
|---|---|
| <i>Replace the principal who led the school prior to commencement of the transformation model;</i>  | The BES Principal was replaced in July 2015.<br><br>In addition to replacing the Principal, CBSS leaders also replaced the Assistant Principal and Guidance Counselor.<br><br>The leadership has been restructured with the addition of a Dean of Students.   |
| <i>Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement</i> | The Compass Evaluation System will be used with fidelity, which is designed to provide all educators with regular, meaningful feedback on their performance. This system promotes a cycle of continuous improvement by providing aligned resources that guide educators throughout the year.<br><br>Under this system, every teacher and school leader is evaluated annually using a four-tiered rating – Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. Half of the evaluation is based on |

|   |   |
|---|---|
|   | <p>achievement of student learning targets and half of the evaluation is based on observations by their supervisor using the appropriate Compass rubric.</p> <p>In addition to the formal evaluation system, weekly school Compass-aligned walkthroughs and monthly data reviews with district staff will provide teachers and school leaders with the opportunity for feedback, student data analysis, reflection, and coaching.</p> |
| <p><i>Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</i></p> | <p>An intensive action plan, the "Reconstitution Plan", has been written and approved by the CBSS School Board for BES in July 2015. As part of this plan, a reward system for teachers and staff is in place already. If 60% or higher of BES students achieve proficiency on PARCC, the teachers and staff will be awarded \$1,000.00 each. The school system has committed \$25,000 to this reward.</p>                            |
| <p><i>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.</i></p>                 | <p>The financial incentive described above is unique to BES. Therefore, it serves also as an incentive to recruit teachers to BES.</p>  |

If implementing either the turnaround or transformation model, describe how Increased Learning Time will be provided for:

- a) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);
- b) Other subjects and enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and,
- c) Teachers to collaborate, plan and engage in in professional development within and across grades and subjects.

Learning is personalized with tiered supports. Those students who demonstrate deficit skills are placed in Tier II or Tier III interventions during the school day through an additional instructional block with computer-based learning supports, SuccessMaker by Pearson.

The master schedule has been designed such that teachers have been assigned to collaborative Professional Learning Communities (PLCs)/Interdisciplinary Teams. These teams meet daily to disaggregate student achievement data on formal and informal assessments, and to focus on implementing instructional strategies and interventions.

Describe the services the school will receive and/or what activities the school will implement using SIG funds.

Using SIG funds, the BES will implement:

- Professional development for teachers on Understanding by Design, unpacking the standards, developing effective units and daily lessons that are standards-aligned, and creating authentic assessments to increase the rigor and relevance of classroom instruction. In creating these units/lessons, which will serve as models of effective instruction, teachers will develop a repository of units/lessons that will be vetted by a Curriculum and Instruction leadership team, consisting of district-level leadership and teacher leaders, and made available to all CBSS teachers.
- Professional development for school leaders and all staff on creating a school culture that fosters and celebrates meaningful learning for all.
- One-to-One digital environment, which includes professional development for teachers and devices for both teachers and students.

**5) Evidence-Based Strategies.** Describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

The One-to-One digital initiative is an evidence-based strategy to increase student achievement. Researchers have found that the use of technology, among other benefits: provides individualized learning (Koedinger, 1997); improves the quality of student work (Gulek, 2005); improves students' attitudes towards learning (Morgan, 2002); and acts as a catalyst for change in teachers' approach to delivering instruction and students' reception of it (Erdamer, 2008; Lowther, 2007).

The CBSS has identified BES as a Vanguard School, which is a school that has demonstrated high academic need in addition to the instructional and leadership readiness to shift learning with a digital-platformed curriculum, implementation of professional development, and technology deployment.

#### **Expectations of Vanguard Schools:**

1. Each school's administration must agree to provide a presentation to staff and community regarding the Vanguard School process and expectations. CBSS will provide a presentation in a scripted format to support a systemic message.
2. Each school staff and administration will commit to work with the implementation team to produce an outcome of transformational practices.
3. Each school will continually evaluate student growth.

4. Each school will create a school implementation plan aligned with the City of Baker School System's Digital Learning Plan vision with measurable goals.
5. Each school will hold monthly meetings with the Vanguard team and designated digital learning team members to discuss progress and next steps.
6. Each school will have representation at all district Vanguard professional development opportunities.
7. Each school will redesign all school-based professional development opportunities to support digital learning and the essential digital curriculum through PLCs, Principal Led Professional Development Days, and Faculty Meetings.
8. Each school will collect, analyze, and share data as related to school vision and focus of school implementation plan.
9. Each school will identify at least one staff member who will support deployment and continue to provide technical troubleshooting.
10. Each school's staff members will document their Vanguard process with photo/video documentation and share the Vanguard story (social media, newsletters, with peers, in the community, etc.).
11. Each school will host site visits to showcase their student growth with integrated technology.
12. Each principal will conduct informal walkthroughs, giving teachers feedback on lessons through the lens of the essential digital curriculum.
13. Each school will have at least one grade level teacher from each grade participate in curriculum embedded professional development during the 2015-2016 school year.
14. Each school will provide a team of teachers and administrators for the CBSS Summer Innovation Academy (August 2016).

### Vanguard School Digital Device Deployment

|                              | Teacher/Grades      | Device          | Year         |
|------------------------------|---------------------|-----------------|--------------|
|                              | Teachers            | 13" MacBook Air | January 2016 |
| Bakerfield Elementary School | Fourth-Fifth Grades | 11" MacBook Air | August 2016  |
| Bakerfield Elementary School | Second-Third Grades | iPad Air        | August 2017  |
| Bakerfield Elementary School | Pre-K-First Grades  | 11" MacBook Air | August 2018  |

### District Professional Development:

Teachers will have the opportunity to participate in job-embedded training to prepare for the digital learning transition.

|                      |   |
|----------------------|---|
| <b>February 2016</b> | <p><b>Apple Leadership for Learning Academy</b></p> <p>The Leadership for Learning Academy will help to implement the Five Best Practices that consistently characterize centers of academic innovation and excellence. The professional development addresses the "Why?" and "How?" of effective technology integration. The results from this PD will offer a shared leadership action plan that's aligned to school improvement goals.</p> |
|----------------------|---|

|  |  |
|--|--|
| <p><b>March 2016</b></p>   | <p><b>School-Based Professional Development</b><br/>Each Vanguard School will begin reviewing data to determine school needs and then create individual professional development plans based on the different groups established from the data received.</p>   |
| <p><b>April 2016</b><br/>This professional development will meet twice in the month of April 2016.</p>   | <p><b>Apple Certified Trainer</b><br/>Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.</p>   |
| <p><b>May 2016</b><br/>This professional development will meet twice in the month of May 2016.</p>   | <p><b>Apple Certified Trainer</b><br/>Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.</p>   |
| <p><b>June-July 2016</b><br/><b>Dates:</b><br/> <ul style="list-style-type: none"> <li>● June 6-9</li> <li>● June 20-23</li> </ul>           July 11-15<br/> <ul style="list-style-type: none"> <li>● July 25-29</li> </ul> </p> | <p><b>Essential Curriculum Academy</b><br/>Provide in-depth professional development on understanding essential curriculum, transfer tasks, formative and summative assessments, analyzing school and classroom data, and integration of technology within each area.<br/><br/>*Four sessions held in June/July and a recommendation to all Vanguard Schools will be to send at least one member of each grade level team to one academy.</p>  |
| <p><b>August 2016</b><br/><b>Dates:</b><br/>August 1-3</p>   | <p><b>CBSS Summer Innovation Academy</b><br/>Innovation Academy will guide and support future innovation in CBSS. Participating educators will spend three days designing an integrated challenge-based learning project. On day four, educators will present their projects to a panel of students and district leaders who will provide pre-implementation feedback. Educators will implement their projects with students in the fall and share their results on a follow-up day in late fall 2016.</p> |

\*Additional workshops and curriculum planning will be added as needed throughout the entire process of this Digital Learning Plan.

**Personalized School Professional Development:**

When a school transitions to a Vanguard School, it will have school-embedded support that meets teachers where they are currently with digital learning and supports their continuing growth.

Vanguard Schools will create an Implementation Plan prior to deployment of devices. Plans will be rooted in the CBSS desired outcomes from the Digital Learning Plan. Additional goals may focus on redefining professional development structures within the school, attendance rates, referral rates, or perceptual survey data.

The second component of school plans will be a month-by-month implementation plan that



includes all professional development, timelines, responsible staff, and results.

Plans will be reviewed by the school team and facilitated by one of the Digital Learning Team members. This team will meet monthly through the first year of implementation. Based on the school needs, additional district leaders will attend these meetings to provide consultation and support.

### **CBSS Curriculum Portal:**

CBSS will create an electronic portal will serve as a warehouse for curriculum and instruction materials. Exemplar lessons, videos, and other resources will be posted to support teachers and leaders and to create sustainability of innovations to teaching.

The CBSS Digital Learning Plan is attached. (See Appendix D).

- 6) The LEA should at least include one strategy that relates to quality curriculum development that aligns with the State's academic standards. For Priority schools, the State has identified two additional priorities for which LEA's may choose to align evidence-base strategies: 1) Early Childhood Education; and, 2) Career and Technical Education.

Understanding by Design developed by Grant Wiggins and Jay McTighe will be the framework for developing curriculum and increasing rigor in instruction. Teachers will use the State Standards to plan instruction in the "backward" design method, identifying first desired results or student outcomes, then identifying the student performances or products that will provide evidence of students' understanding, and finally creating the learning plan or activities, experiences, and lessons that will lead to achievement of the desired results and success at the assessments.

Essential to this process is the development of authentic assessments, which are tasks that resemble reading and writing in the real world (Hiebert, Valencia, & Afflerbach, 1994; Wiggins, 1993). Its aim is to assess many different kinds of literacy abilities in contexts that closely resemble actual situations in which those abilities are used.

In essence, teachers will be taught to unpack the standards and to plan, teach, and assess them in a cross-disciplinary manner in order to facilitate students' understanding. This approach to instruction will be executed utilizing the technology of which teachers and students will be able to avail themselves. Finally, the lessons developed by these teachers will be used to build the repository of exemplar lessons for all teachers in the school system.

- 7) **External Providers.** (If applicable) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance.

CBSS began seeking partners with whom to work in the areas of: Standards and Curriculum, School Culture, and One-to-One digital implementation. The CBSS developed a rubric that was inspired by the Rubric for Evaluating Open Education Resource Objects from Achieve.org (See Appendix E).

Even though partnerships with other providers are still possible, through discussions with other school systems, both in-state and out-of-state, and recommendations from national organizations such as the International Society for Technology in Education (ISTE), the CBSS has pursued relationships with:

- The Institute for Learning at the University of Pittsburgh

Members of the Institute for Learning (IFL) have worked on the development of the CCSS and they are leaders among their peers in preparing teachers to understand, unpack, and implement the standards in the classroom using research-based instructional strategies such as Accountable Talk.

Researchers continue to study the work of the IFL. In the following three articles, the researchers summarize their investigation into how the IFL collaborated with school districts to build capacity for learning improvements. The findings elaborate specific features of the strategies and support offered by IFL and conclude with implications for the role of intermediary organizations in the process of school improvement.

- Honig, M.I. & Ikemoto, G.S. (2008). Adaptive assistance for learning improvement efforts: The case of the Institute for Learning. *Peabody Journal of Education*, 83: 328–363.
- Talbert, J.E., David, J.L. & Lin, W. (2007, September). Evaluation of the disciplinary literacy-professional learning community (DL-PLC) initiative in Austin Independent School District: Interim report. Palo Alto, CA: Center for Research on the Context of Teaching, Stanford University.
- Marsh, J.A., Kerr, K.A., Ikemoto, G., Darilek, H., Suttrop, M. Zimmer, R., et al. (2005). The role of districts in fostering instructional improvement lessons from three urban districts partnered with the Institute for Learning. Santa Monica, CA: RAND Corporation. Retrieved from <http://www.rand.org/pubs/monographs/MG361/>.

- Using Minds Well

This organization is an off-spring of the Coalition of Essential Schools, which is known for its work in transforming school culture through the implementation of its guiding principles (See appendix). The organization offers a coordinated set of services to help schools achieve their self-determined goals as part of an affirmation process, through which a school may become a model school for others after demonstrating the ability to sustain the change.

This model has a research base. The Coalition of Essential Schools was born out of *A Study of High Schools*, an inquiry into American secondary education, conducted under the leadership of Theodore Sizer from 1979 to 1984 with the sponsorship of the [National Association of Secondary School Principals](#) and the [National Association of Independent Schools](#).

The findings of the study were distilled in three books: *Horace's Compromise: The Dilemma of the American High School* (Houghton Mifflin, 1984), *The Little Citadel*, and *The Shopping Mail High School*. In 1984, the Coalition of Essential Schools was established at Brown University in Providence, Rhode Island, and twelve schools took up the challenge of putting Sizer's Nine Common Principles into practice to become the first Essential Schools. In 1988, the Coalition became a K-12 school reform model and began working with elementary schools. In 1997, the Coalition adopted a tenth Common Principle on democracy and equity.

Unlike other high-school reform models, The Coalition of Essential Schools does not outline a specific program of reform for a school. Legters, Balfanz, & McPartland note that rather, it focuses on the belief that the amount and the quality of learning produced in a school is increased by adhering to ten Common Principles:

- 1) The school should be focused on helping students learn to use their minds well.
- 2) Less is more: Knowing few subjects thoroughly is more productive than learning little about many.
- 3) The goals of a school should apply to all students.

- 4) Teaching and learning should be personalized.
- 5) Students should be viewed as workers and teachers as coaches.
- 6) Students should demonstrate mastery of subjects through public exhibitions instead of test scores.
- 7) The school's climate should be one of "unanxious expectation", trust, and decency.
- 8) Teachers and administrators are primarily generalists and should assume responsibility for all students.
- 9) The school should attempt to meet certain administrative and budgetary guidelines: eighty students per teacher, adequate planning time for teachers, competitive salaries, and per pupil costs that are no more than ten percent greater than those of traditional schools.
- 10) Honor diversity, challenge inequity, and model democratic practices.

From these principles, schools are given the task of redesigning themselves. This process is divided into three stages: an exploring stage where the ideas behind the Common Principles are explored and discussed by the entire school community; a planning stage where a vision statement in line with the Coalition's goals is drafted and specific reform actions are planned; and full membership, when these actions are implemented to achieve the school's vision.

- The One-to-One Institute

The One-to-One Institute offers an implementation protocol designed to guide the planning and implementation process, as well as the development of leadership and instructional practices that will lead to a successful and sustainable 1:1 program.

- 8) Planning/Pre-Implementation.** *(For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school) Describe planning and other pre-implementation activities, provide a timeline for implementing those activities, and describe how those activities will lead to successful implementation of the selected intervention.*

|     |
|-----|
| N/A |
|-----|

**9) Family and Community Engagement.** Describe how the LEA will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

The CBSS will employ three strategies to increase family and community engagement by creating meaningful opportunities for families to participate: communication, shared decision making, and collaboration.

| Family Engagement Action Steps    | Description  | Timeline   |
|-----------------------------------|--|--|
| <b>Strategy #1: Communication</b> |  |  |
| Back-to-School Event              | Communicate the results of the SIG process and the instructional implications thereof  | July 2016  |
| Progress Reports                  | Communicate the progress towards the performance goals every marking period using multiple venues: <ul style="list-style-type: none"> <li>▪ Parent Meetings</li> <li>▪ Monthly Newsletter</li> <li>▪ E-mail/Text messaging</li> <li>▪ Robo-calls through JCALL</li> <li>▪ BES and CBSS websites</li> </ul> | October 2016<br>January 2017<br>March 2017<br>May 2017 |
| Intervention Reports              | Provide parents with progress reports regarding the growth being made in reading and math  | Weekly   |
| Stipend                           | Provide stipend to one parent to serve as Ombudsman to connect to other parents  | Stipend paid monthly                                   |

| <b>Strategy #2: Shared Decision-Making</b> |  |         |
|--|--|---------|
| Seek Input                                 | Gather input from families via surveys/questionnaires completed during parent meetings   | Ongoing |
| Informed Decisions                         | Make decisions after surveying comprehensive data, including parents' opinions and willingness to support proposals for change | Ongoing |

| <b>Family Engagement Action Steps</b> | <b>Description</b>  | <b>Timeline</b> |
|---------------------------------------|---|-----------------|
| <b>Strategy #3: Collaboration</b>     |   |                 |
| Parent Education                      | Provide specific strategies for parents to enhance learning at home | Monthly         |
| Parent Education                      | Offer workshops for parents on how to use technology                | Monthly         |

**SECTION 3: GOALS**

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**10) Monitoring.** Describe how the LEA will monitor each Tier I and Tier II school, or each priority and focus school, that receives school improvement funds, including by:

- a) Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics

As of July 2015, Bakerfield Elementary School operates under a district-imposed Reconstitution plan (See Appendix F). This plan ensures that students' progress is monitored closely by school and district leaders.

The goals for Tier II and Tier III students have been identified:

- 90% of Tier II and Tier III students will maintain Acceptable Performance, which equates to 90% Mastery, and reach at least two years' gain in English Language Arts and Math by May 2017 on Pearson's SuccessMaker.
- 100% of Tier II and Tier III students will receive 100 minutes of computer-based instruction in reading weekly
- 100% of Tier II and Tier III students will receive 150 minutes of computer-based and individualized instruction in math weekly

There are a variety of ways the district monitors the curriculum, instructional practices, and student progress toward the goals, as shown in the list below:

- Lesson plans: teachers are required to write lesson plans using the district-approved template. Campus administrators and district program directors are able to review the lesson plans to monitor the alignment of instruction to the curriculum and implementation of technology.
- Data: All teacher, school, and district-created assessments are computer-based, giving the teacher, school leaders, and district personnel data on each student's progress and mastery of the assessed skills.
- Data Dives: Monthly, the Superintendent and other curriculum and assessment-related district leaders conduct a formal monitoring visit that includes a walkthrough of all classrooms, review of student progress data with the Principal and other school leaders, and a review of student work. SuccessMaker data will be incorporated into these data dives as well as the weekly data meetings in PLCs.
- Compass-aligned Classroom Walkthroughs: In order to determine general trends in instruction across the campus, the principal and district leaders have been trained in the Compass-aligned Classroom Walkthrough protocols. The data is collected and the trends analyzed to insure an aligned instructional program, and the implementation of technology at the Transformation level of the SAMR model across the campus.

**SPS Performance Goals.** Complete the table below by entering the actual and projected School Performance Score(s) for each year in which the LEA is requested School Improvement funds.

| Actual SPS |          | Projected School Performance Score |          |          |          |          |
|------------|----------|------------------------------------|----------|----------|----------|----------|
| 2013 SPS   | 2014 SPS | 2015 SPS                           | 2016 SPS | 2017 SPS | 2018 SPS | 2019 SPS |
| 30.4       | 27.9     | 34.6                               | 47.6     | 54.74    | 62.95    | 72.39    |

**Percent Proficient Performance Goals.** Complete a table below by entering the actual and projected reading/language arts and mathematics percent proficient data for each year in which the LEA is requested School Improvement funds. Example – if the LEA is requesting funds for a school that serves grades K-8, an application may include tables for 4<sup>th</sup> grade math, 4<sup>th</sup> grade reading/language arts, 8<sup>th</sup> grade math, and 8<sup>th</sup> grade reading/language arts.

| Grade: 4            |           | Subject: English Language Arts |           |           |           |           |
|---------------------|-----------|--------------------------------|-----------|-----------|-----------|-----------|
| Actual % Proficient |           | Projected % Proficient         |           |           |           |           |
| SY2013-14           | SY2014-15 | SY2015-16                      | SY2016-17 | SY2017-18 | SY2018-19 | SY2019-20 |
| 48                  | 42        | 45                             | 50        | 54        | 59        | 60        |

| Grade: 4            |           | Subject: Math          |           |           |           |           |
|---------------------|-----------|------------------------|-----------|-----------|-----------|-----------|
| Actual % Proficient |           | Projected % Proficient |           |           |           |           |
| SY2013-14           | SY2014-15 | SY2015-16              | SY2016-17 | SY2017-18 | SY2018-19 | SY2019-20 |
| 43                  | 45        | 48                     | 50        | 55        | 57        | 60        |

b) Establishing and measuring progress of annual goals beyond State assessments that the LEA will use to measure the success of the selected interventions that, if met, will result in the school meeting the annual student achievement goals on State assessments.

- 90% of Tier II and Tier III students will maintain Acceptable Performance, which equates to 90% Mastery, and reach at least two years' gain in English Language Arts and Math by May 2017 on Pearson's SuccessMaker.
- The student daily attendance rate will increase from 88% to 92% by May 2017

c) Measuring progress on the leading indicators as defined in the final requirements (viz., number of minutes within the school year; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; dropout rate; student attendance rate; number and percentage of students completing advanced coursework [e.g., AP/IB], early-college high schools, or dual enrollment classes; discipline incidents; truants; distribution of teachers by performance level on an LEA's teacher evaluation system; and teacher attendance rate).

- 90% of BES teachers will earn a score of "4" on the Compass Evaluation rubric in the areas of Student Engagement and Questioning/Discussion
- 100% of Tier II and Tier III students will receive 100 minutes of computer-based instruction in reading weekly
- 100% of Tier II and Tier III students will receive 150 minutes of computer-based and individualized instruction in math weekly

**11) Oversight and Support.** Describe how it will provide effective oversight and support for implementation of the selected intervention for the school the LEA proposes to serve (for example, by creating an LEA turnaround office).

The Office of the Assistant Superintendent for Innovation and Student Achievement is responsible for providing oversight and support to BES. The Assistant Superintendent reports directly to the Superintendent and supervises the Director of preK-12 Instruction, the Supervisor of Accountability, and the Supervisor of Federal Programs.

The Office of the Assistant Superintendent functions to coordinate school support, foster human capital, provide monitoring and oversight, and to secure resources for struggling schools.

The Assistant Superintendent coordinates the weekly walkthroughs, monthly data dives and other monitoring activities. In response to the findings of the monitoring activities, the Assistant Superintendent deploys the appropriate technical assistance from the CBSS staff or other external provider.

Further, job-embedded professional development for teachers and school leaders as well as budget prioritization will be organized to sustain the reform initiatives.

**12) Accountability.** *(If applicable)* Describe how the LEA will hold the charter school operator, CMO, EMO or other external provider accountable for meeting grant requirements.

The CBSS has established a framework to hold external providers accountable. This framework will be customized to fit each provider.

The CBSS will establish performance goals and deliverables for each selected provider. Whenever possible, performance measures will be linked to student achievement.

Each provider will be monitored frequently according to a rubric with performance measures related to inputs, outputs, outcomes, efficiency, and quality by the Office of the Assistant Superintendent. Surveys of school leaders, teachers, and students (when appropriate) will also be used to determine the results of a provider.

Information gained from the performance reviews and surveys will be used to determine the success of the provider.



## SECTION 4: LEA STRATEGY

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- 13) Capacity.** Describe the actions that the LEA has taken, or will take, to determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority and focus school, identified in the LEA's application(s) in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

The City of Baker School Board is committed to supporting efforts that are designed to improve student achievement. The Board has given the Superintendent full authority to implement innovative strategies in order to achieve this end. The Superintendent is a veteran educator who has specific experience in school- and district-level turnaround. In his most recent turnaround experience, he implemented systems of reform over the past three years that resulted in a school district's growth of two letter grades.

In turn, the Superintendent has designated key district-level staff to oversee the implementation of the selected strategies. The Assistant Superintendent for Innovation and Student Achievement has experience in school- and district-level turnaround, also. Prior to her most recent experience as an Associate Superintendent and Chief Academic Officer in Washington County, Maryland, she was a high school principal who gained double-digit growth in the school performance score by implementing research-based strategies. Further, in another prior district position, she led a school turnaround zone, which consisted of 23 of the lowest performing schools. 61% of those schools experienced double-digit growth after the first year of implementation.

Beyond the district-level expertise, the current Principal at BES is a new, innovative leader who embraces school reform. The principal has already gained the support of her faculty and they demonstrate a willingness to follow her vision.

The sum of these experiences has prepared this team to plan, to lead and to sustain the work at Bakerfield Elementary School.

To provide adequate resources and related support in order to implement fully and effectively the selected interventions, the Principal and Assistant Superintendent will work with the Chief Financial Officer and Supervisor of Federal Programs to ensure BES remains a priority in the budget. As a priority, during the budget process, dedicated funds will be set aside to address the needs of students and fulfill the requirements of this plan.

- 14) Resource Alignment.** The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

Consider, for example, such resources as local, state or federal funds (including 1003[a]; Title I, Part A; Title II; Title III; and IDEA funds), community resources and wraparound services that may address the academic, physical health and mental health needs of students. Describe how the LEA will coordinate or integrate programs and activities at the school that the LEA commits to serve.

Other available resources will be applied to support this implementation. During the budget process and with the approval of the School Board, the Superintendent, Chief Financial

Officer, and other designated leaders will identify the academic priorities of the district and adjust all relevant funding sources to reflect those priorities.

The CBSS will continue to seek community resources to provide wraparound services for BES students. For example, the system has a partnership with Capital Area Human Services to address the mental health needs of students. Also, the system contracts with Sunbelt Staffing to fill other challenging vacancies.

**15) Practices and Policies.** The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

Practices and policies may include, but are not limited to, those relating to staffing, Union issues, school board issues, increased learning time, etc.

The City of Baker School Board has declared and demonstrated unwavering support for its new Superintendent. For example, the Superintendent has been given the authority to take extreme measures, if necessary, to balance the district's budget. In so doing, the Board authorized the Superintendent to impose a Reduction in Force policy throughout the duration of this school year.

Since July 2015, Bakerfield Elementary School operates under the guidance of a district-imposed Reconstitution Plan. In it, specific practices have been outlined that focus on student achievement. The Principal has the authority to hire his staff. The Principal, his leadership team and staff have the autonomy to determine and implement specific strategies and to seek resources.

**16) Sustainability.** Describe how the LEA will sustain the reforms after the funding period ends.

The CBSS will be able to sustain the reforms after the funding period ends. By the end of the funding period, the instructional practices will be embedded in the school culture, so though we will use federal funds to maintain the relationship with selected partners, fewer training opportunities will be required.

Further, the devices will remain at the school after the grant has been expended. Our current Instructional Technology Department has the capacity to maintain these devices.

## SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)

**17) REAP.** (For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA [Rural Education Assistance Program] that chooses to modify one element of the turnaround or transformation model) Describe how the LEA will meet the intent and purpose of an element of the turnaround or transformation model that the LEA chooses to modify.

N/A

**18) Whole-School Model.** *(For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools)* Describe how the LEA will:

- d) Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and-
- e) Partner with a whole school reform model developer, as defined in the SIG requirements.

N/A

**19) Restart Model.** *(For an LEA that applies to implement the restart model in one or more eligible schools)* Describe the rigorous review process (as described in the final requirements) the LEA has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.

N/A

**20) Timeline.** The LEA must include a timeline delineating the steps the LEA will take to implement the selected intervention at the identified school.

See Section E.

**C. BUDGET: Include the FY14 LEA Application Budget form with this LEA Application Narrative. The LEA budget must indicate an amount of the school improvement grant the LEA will use each year in the school it commits to serve.**

In the FY14 LEA Application Budget form, provide a budget that indicates an amount of the school improvement grant the LEA will use each year to:

- Implement the selected model in the school the LEA commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's schools; and
- Support school improvement activities, at the school or LEA level,

**LEA Application Budget Form included with this application:**

|  |                                    |
|--|------------------------------------|
| <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b> |
|--|------------------------------------|

### **Budget Summary**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use in the school it proposes to serve and the funds it will use to conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools, or priority and focus schools.

If SIG funds will be used by the LEA/CMO, describe how the funds will be used to support SIG activities.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I, Tier II, priority, or focus school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority and focus schools, it commits to serve multiplied by \$2,000,000

**1. LEA/CMO Proposing a 3-Year Implementation Plan for a School**

|                                 | Year 1    | Year 2    | Year 3    | 3-Year Total |
|---------------------------------|-----------|-----------|-----------|--------------|
| <b>School-Level Activities</b>  | \$129,349 | \$175,415 | \$157,235 | \$461,999    |
| <b>LEA/CMO-Level Activities</b> | \$        |           | \$        | \$           |
| <b>Total Budget</b>             | \$129,349 | \$175,415 | \$157,235 | \$461,999    |

*Year 1 Budget: Full Implementation*

*Year 2 Budget: Full Implementation*

*Year 3 Budget: Full Implementation*

**2. LEA/CMO Proposing to Implement a Model at a School on the First Day of the Upcoming School Year**

|                                 | Year 1             |                     | Year 2 | Year 3 | Year 4 | Year 5 | 5-Year Total |
|---------------------------------|--------------------|---------------------|--------|--------|--------|--------|--------------|
|                                 | Pre-Implementation | Full Implementation |        |        |        |        |              |
| <b>School-Level Activities</b>  | \$                 | \$                  | \$     | \$     | \$     | \$     | \$           |
| <b>LEA/CMO-Level Activities</b> | \$                 |                     | \$     | \$     | \$     | \$     | \$           |
| <b>Total Budget</b>             | \$                 |                     | \$     | \$     | \$     | \$     | \$           |

*Year 1 Budget: Pre-Implementation / Full Implementation*

*Year 2 Budget: Full Implementation*

*Year 3 Budget: Full Implementation*

*Year 4 Budget: Sustainability Activities (optional)*

*Year 5 Budget: Sustainability Activities (optional)*

**3. LEA/CMO Proposing a Planning Year for a School**

|                                 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | 5-Year Total |
|---------------------------------|--------|--------|--------|--------|--------|--------------|
| <b>School-Level Activities</b>  | \$     | \$     | \$     | \$     | \$     | \$           |
| <b>LEA/CMO-Level Activities</b> | \$     |        | \$     | \$     | \$     | \$           |
| <b>Total Budget</b>             | \$     | \$     | \$     | \$     | \$     | \$           |

*Year 1 Budget: Planning*

*Year 2 Budget: Full Implementation*

*Year 3 Budget: Full Implementation*

*Year 4 Budget: Full Implementation*

*Year 5 Budget: Sustainability Activities*

**D. ASSURANCES: Provide the following assurances as part of the application for a School Improvement Grant.**

The LEA must assure that it will:

- 1) Use its School Improvement Grant to implement, fully and effectively, an intervention in each school that the LEA commits to serve consistent with the final requirements;
- 2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with the school improvement grant, and establish goals (approved by the SEA) to hold accountable its schools that receive school improvement funds;
- 3) If it implements a restart model in a school, include in its contract or agreement terms the authority to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- 5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- 6) Report to the SEA the school-level data required under section III of the final requirements.

**LEA agrees to Assurances:**

**Yes**

**No**

**E. TIMELINE:** Use the charts below to provide a brief timeline for implementation of the SIG intervention model at the school the LEA commits to serve. Include significant grant activities, budget items, deliverables, etc. Where applicable, specify any SIG-funded activities to be provided by the LEA.

**Year 1: 2015 - 2016 School Year**

**Intervention Activities**

- Check here if Year 1 is for Planning
- Check here if Year 1 is for Pre-Implementation
- Check here if Year 1 is for Full Implementation

| <b>Activities</b>  | <b>Timeline</b> | <b>Costs</b>   |
|--|-----------------|--|
| <b>Using Minds Well Collaborative</b><br>Initial analysis of student data  | January 2016    | \$25.00/hour + benefits for each teacher participant |
| <b>Apple Leadership for Learning Academy</b><br>The Leadership for Learning Academy will help to implement the Five Best Practices that consistently characterize centers of academic innovation and excellence. The professional development addresses the “Why?” and “How?” of effective technology integration. The results from this PD will offer a shared leadership action plan that’s aligned to school improvement goals. | February 2016   | \$25.00/hour + benefits for each teacher participant |
| <b>School-Based Professional Development</b><br>Each Vanguard School will begin reviewing data to determine school needs and then create individual professional development plans based on the different groups established from the data received.   | March 2016      | \$25.00/hour + benefits for each teacher participant |
| <b>Apple Certified Trainer</b><br>Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.   | April 2016      | \$25.00/hour + benefits for each teacher participant |
| <b>Apple Certified Trainer</b><br>Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.   | May 2016        | \$25.00/hour + benefits for each teacher participant |
| <b>Essential Curriculum Academy with Using Minds Well</b><br>Provide in-depth professional development on understanding essential curriculum, transfer tasks, formative and summative assessments, analyzing school and classroom data, and integration of technology within each area.  | June 2016       | \$25.00/hour + benefits for each teacher participant |

**Year 1: 2015 - 2016 School Year**

**Intervention Activities**

- Check here if Year 1 is for Planning
- Check here if Year 1 is for Pre-Implementation
- Check here if Year 1 is for Full Implementation

| Activities  | Timeline | Costs |
|---|----------|-------|
| *Four sessions held in June/July. Vanguard Schools must send at least one member of each grade level team to one academy. |          |       |

**Year 2: 2016 - 2017 School Year**

**Intervention Activities**

*Year 2 is for Full Implementation*

| Activities   | Timeline     | Costs  |
|--|--------------|--|
| <p><b>Essential Curriculum Academy</b><br/>Provide in-depth professional development on understanding essential curriculum, transfer tasks, formative and summative assessments, analyzing school and classroom data, and integration of technology within each area.</p> <p>*Four sessions held in June/July and a recommendation to all Vanguard Schools will be to send at least one member of each grade level team to one academy.</p> <p><b>Component #1 Foundation for Learning with Institute for Learning</b></p> | July 2016    | \$25.00/hour + benefits for each teacher participant |
| <p><b>CBSS Summer Innovation Academy</b><br/>Innovation Academy will guide and support future innovation in CBSS. Participating educators will spend three days designing an integrated challenge-based learning project. On day four, educators will present their projects to a panel of students and district leaders who will provide pre-implementation feedback. Educators will implement their projects with students in the fall and share their results on a follow-up day in late fall 2016.</p>                 | August 2016  | \$25.00/hour + benefits for each teacher participant |
| <p><b>Component #2 Instructional Unit Support with Institute for Learning</b></p>  | October 2016 | \$25.00/hour + benefits for each teacher participant |



**Year 2: 2016 - 2017 School Year**

**Intervention Activities**

*Year 2 is for Full Implementation*

| <b>Activities</b>  | <b>Timeline</b> | <b>Costs</b>   |
|--|-----------------|--|
| <b>Component #3: Creating Sequences of Text-Based Tasks of High Cognitive Demand</b>   | February 2017   | \$25.00/hour + benefits for each teacher participant |
| <b>Using Minds Well Summer Institute</b><br>Analysis of Student Data<br>Development of Quality Assessments<br>Aligned to Standards | July 2017       | \$25.00/hour + benefits for each teacher participant |

**Year 3: 2017 - 2018 School Year**

**Intervention Activities**

*Year 3 is for Full Implementation*

| <b>Activities</b>   | <b>Timeline</b>      | <b>Costs</b>   |
|---|----------------------|--|
| <b>Using Minds Well</b><br>Analysis of Available Student Data<br>Development of Aligned Assessments<br>Analysis of Formative Data | July 2017            | \$25.00/hour + benefits for each teacher participant |
| <b>Using Minds Well</b><br>Onsite Coaching to sustain reforms   | August-December 2017 | \$25.00/hour + benefits for each teacher participant |
| <b>Using Minds Well</b><br>Analysis of Student Work<br>Coaching to sustain reforms  | January-June 2018    | \$25.00/hour + benefits for each teacher participant |

**Year 4: 2018 - 2019 School Year**

**Intervention Activities**

- Check here if Year 4 is for Full Implementation (Optional)
- Check here if Year 4 is for Sustainability Activities (Optional)

| <i>Activities</i> | <i>Timeline</i> | <i>Costs</i> |
|-------------------|-----------------|--------------|
|                   |                 |              |

**Year 5: 2020 - 2021 School Year**

**Intervention Activities**

*Check here if Year 5 is for Sustainability Activities (Optional)*

| <i>Activities</i> | <i>Timeline</i> | <i>Costs</i> |
|-------------------|-----------------|--------------|
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# The Coalition of Essential Schools: Common Principles

## Learning to use one's mind well

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The school should focus on helping young people learn to use their minds well. Schools should not be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

## Less is more: depth over coverage

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The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

## Goals apply to all students

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The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

## Personalization

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Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

## Student-as-worker, teacher-as-coach

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The governing practical metaphor of the school should be "student-as-worker", rather than the more familiar metaphor of "teacher as deliverer of instructional services." Accordingly, a prominent pedagogy will be coaching students to learn how to learn and thus to teach themselves.

## Demonstration of mastery

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Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist the quickly to meet standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community.

The diploma should be awarded upon a successful final demonstration of mastery for graduation: an

"Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class.

### **A tone of decency and trust**

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The tone of the school should explicitly and self-consciously stress values of unanxious expectation, of trust, and of decency (fairness, generosity, and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Families should be key collaborators and vital members of the school community.

### **Commitment to the entire school**

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The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and demonstrate a sense of commitment to the entire school.

### **Resources dedicated to teaching and learning**

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Ultimate administrative and budget targets should include student loads that promote personalization, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided to students in many schools.

### **Democracy and equity**

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The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.



**USING MINDS WELL COLLABORATIVE, INC.**

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**CITY OF BAKER SCHOOLS  
SCHOOL IMPROVEMENT PROPOSAL**

**ABOUT THE USING MINDS WELL COLLABORATIVE**

The Using Minds Well Collaborative is a nonprofit corporation serving public, charter, and faith-based schools bonded in the belief that the best way to develop thinking students is to develop thinking teachers. Building from a 30+ year tradition of challenging schools to become places of fierce and equitable learning, Using Minds Well centers its work in the Common Principles of the Coalition of Essential Schools. Through on-site work coupled with formidable online resources, Using Minds Well seeks to help schools to develop their capacity in five key areas – student achievement, classroom practice, organizational practice, community connections, and leadership – to create sustainable excellence.

Because experience has taught us that no two classrooms, schools or districts are alike, we celebrate local context and diversity. We begin any relationship with an initial visit to meet district and school leaders, teachers, students, and community members. We work always to collaborate around needs specific to each site, customizing evaluation and professional development and maintaining close and personal communication throughout the change process. Although our work is personalized to each context, we never waiver from our theory of action that teachers are licensed, certified professionals best positioned to change the lives of students. Deep school change happens only when teachers come to believe that they have the responsibility and the capacity to teach **ALL** of the students in their care. We are committed to doing change **with** – and not **to** – teachers.

Using Minds Well acknowledges that we live in a data-driven world. We encourage schools to embrace a balanced approach to measuring student achievement, honoring local realities while remaining mindful of every student’s capacity to use his or her mind well. Regardless of external accountability systems, we promote authentic interdisciplinary teaching, thoughtful formative assessment, and higher order thinking. We work closely with teachers and administrators to build deep understanding of content standards as the first step in knowing how to engage students deeply, richly, and well in meaningful learning. We do not support “test prep” as a viable method of improving school quality. We work in collaboration with school and district staff to gather careful, actionable process and perception data to better understand student achievement deficits, using our field-tested arsenal of data collection tools. We then develop cohesive plans for addressing these deficits.

The Using Minds Well Collaborative focuses on creating positive cultures for learning. Our systems approach diminishes the possibility of random acts of improvement, creating instead the kinds of schools where commitment to reflection, collaboration, and excellence becomes an essential and enduring part of the fabric of each school.

## CITY OF BAKER SCHOOLS PROPOSAL

### OVERVIEW

The Using Minds Well Collaborative proposes to engage school and district staff in a three-year change process. The overarching goals of such change are to:

- (1) Deepen teacher understanding of content standards in each subject area by engaging all teachers in a disciplined process of unpacking and combining standards, creating quality assessments, and designing rich, differentiated, integrated instruction that propels all students toward attainment of the standards.
- (2) Develop a culture of reflection and collaboration in each school and the district by introducing and modeling Critical Friends Group and other collaborative processes, growing teacher ownership and leadership.
- (3) Engage teachers in a cohesive, responsive program of professional development centered in practical strategies that yield documented positive changes in classroom practice.
- (4) Revisit curriculum, instruction, and assessment to strengthen student engagement, thinking, and achievement.
- (5) Diminish achievement gaps and deficits by engaging all students in compelling, rigorous instruction.

Following an initial visit and consultation, the district will select the data that it wishes to monitor in addition to student achievement data in. Using Minds Well staff will collaborate with district and school staff to identify ambitious, measurable targets for cultural change. Using Minds Well staff will coordinate collection of baseline data and schedule regular data reviews to monitor progress toward overarching and district-specific goals.

To facilitate changes in culture and practice, Using Minds Well staff will engage teachers and administrators in ongoing professional development activities. These activities will include an annual summer institute for participating schools, school-based professional development for teachers, quarterly professional development sessions for administrators, school-based classroom coaching to support changes in practice, and Critical Friends Group Coaches Training for district and school leaders.

### **PROPOSED ACTIVITIES: YEAR 1 (JANUARY 2016 – JULY 2016)**

#### **Priority Area: Student Achievement**

Initial Analysis of Available Student Data (January 2016)

- Demographic patterns within and across grade levels
- Areas of strength and need
- Teacher focus group: priority needs
- Parent focus group: priority needs

Development of Quality Assessments Aligned to Standards (Summer 2016)

- Teachers and other staff members trained to develop assessments
- Formative assessment data shared within grade levels beginning September 2016

#### **Priority Area: Data Collection and Monitoring**

Initial Visit to District/Schools (2 days on-site)

- Focus groups of teachers and parents
- Meetings with key leaders
- Walk-throughs of schools
- Review of curriculum and testing materials
- Analysis of student achievement data
- Establishment of areas for change
- Selection of data collection instrument(s)

Baseline Data Collection (6 days on site/3 days tabulation)

- Focus and tool to be determined in collaboration with district
- District and/or school staff trained to share in data collection

Sharing of Data with District and School Communities (1 day on site)

- Within three weeks of data collection

### **Priority Area: Professional Development**

Job-Embedded School-Level Professional Development (2 days in each school per month/10 days per school/30 days total)

- Two days school-based professional development each month, structured during regularly scheduled teacher planning time and/or with substitutes
- Introduction of standards unpacking/formative assessment/instructional planning cycle
- Introduction of Webb's Depth of Knowledge to guide expectations for learning
- Analysis student work
- Classroom coaching to support changes in practice

District-Level Professional Development (8 days plus 3 administrative meetings)

- School/district administrator sessions January, March, June
- Three-day Summer Institute to revisit standards and curricula and to develop integrated instructional plans for 2016-17; all teachers and administrators from participating schools invited
- Five-day Critical Friends Group Coaches Training for selected staff, first three days to occur Summer 2016, two additional days scheduled Fall 2016

### **PROPOSED ACTIVITIES: YEAR 2 (JULY 2016 – JUNE 2017)**

#### **Priority Area: Student Achievement**

Analysis of Available Student Data (June 2017)

- Demographic patterns within and across grade levels
- Areas of strength and need
- Patterns of improvement/decline/stasis

#### Continued Development of Quality Assessments Aligned to Standards

- In schools beginning September 2016
- Continued in Summer Institute 2017
- All teachers engaged in recursive process of unpacking and combining standards, creating quality assessments to guide compelling instruction

#### Analysis of Formative Assessment Data in Grade Levels/Schools

- Beginning September 2016
- As component of professional learning communities

### **Priority Area: Data Collection and Monitoring**

#### Data Collection May 2017 (6 days on site/3 days tabulation)

- District and/or school staff participate in data collection

#### Sharing of Data with District and School Communities (1 day on site)

- Within three weeks of data collection
- Comparison to baseline

### **Priority Area: Professional Development**

#### Job-Embedded School-Level Professional Development (2 days in each school per month/20 days per school/60 days total)

- Two days school-based professional development each month, structured during regularly scheduled teacher planning time and/or with substitutes
- Continuation of standards unpacking/formative assessment/instructional planning cycle
- Analysis of student work
- Classroom coaching to support changes in practice
- School-specific sessions to address emerging areas of need

#### District-Level Professional Development (5 days plus 3 administrative meetings)

- School/district administrator sessions January, March, June
- Three-day Summer Institute to review integrated instructional plans for 2016-17 and to develop plans for 2017-18, all teachers and administrators from participating schools invited
- Two-day Summer Institute in classroom strategies that support active student engagement, teachers invited

#### School Visit to Fountaindale Elementary School, Hagerstown, MD

- Two-day visit to observe exemplary practices
- Administrators and teacher leaders

## **PROPOSED ACTIVITIES: YEAR 3 (JULY 2017 – JUNE 2018)**

### **Priority Area: Student Achievement**

#### Analysis of Available Student Data (June 2018)

- Demographic patterns within and across grade levels
- Areas of strength and need
- Patterns of improvement/decline/stasis

#### Continued Development of Quality Assessments Aligned to Standards

- All teachers engaged in recursive process of unpacking and combining standards, creating quality assessments to guide compelling instruction
- Analysis of student work; revision of assessments as indicated

#### Analysis of Formative Assessment Data in Grade Levels/Schools

- As foundational component of professional learning communities

### **Priority Area: Data Collection and Monitoring**

#### Data Collection May 2018 (6 days on site/3 days tabulation)

- District and/or school staff participate in data collection

#### Sharing of Data with District and School Communities (1 day on site)

- Within three weeks of data collection
- Comparison to baseline

### **Priority Area: Professional Development**

#### Job-Embedded School-Level Professional Development (2 days in each school per month/20 days per school/60 days total)

- Two days school-based professional development each month, structured during regularly scheduled teacher planning time and/or with substitutes
- Continuation of standards unpacking/formative assessment/instructional planning cycle
- Analysis of student work
- Classroom coaching to support changes in practice
- School-specific sessions to address emerging areas of need

#### District-Level Professional Development (5 days plus 3 administrative meetings)

- School/district administrator sessions January, March, June
- District-level training for teachers as suggested by student achievement and other data

#### School Visit to Fountaindale Elementary School, Hagerstown, MD

- Two-day visit to observe exemplary practices
- Administrators and teacher leaders

At the conclusion of the grant period, schools may elect to engage in the Using Minds Well Collaborative School Affirmation Process, a rigorous evaluation of school quality conducted by educators from the national Using Minds Well network in the areas of student achievement, classroom practice, organizational practice, community connections, and leadership. Schools which participate in the Affirmation Process earn designations of exemplary, emerging, or unexamined in each of the five areas.

