

**Attachment A**  
**Recommended Actions for the District’s 28 Priority Schools**

**Below is a list of recommended actions for the District’s 28 Priority Schools based upon the Distinguished Educator’s assessment. In general, deliverables and delivery dates were developed in collaboration with Superintendent Brown. The support role of the Distinguished Educator is provided and available for each recommendation that may be implemented.**

<b>Deliverable Area</b>	<b>Specific Deliverable</b>	<b>Delivery Date</b>	<b>Person(s) Responsible<sup>1</sup></b>	<b>Distinguished Educator Support</b>	<b>Evidence of Success</b>
<b>1 Governance</b>	a. Conduct an FTE run of schools by position to compare staffing to student enrollment.	October 1, 2012	Supt. Brown	Review the report of FTE allocations to schools and provide feedback on next steps as necessary.	The district will make decisions on how to equitably staff schools and will adjust FTE accordingly. There will be a revisited/revised ‘Budget Assumption’ that is used to staff schools in an equitable and consistent manner.
	b. Create school-based budgets based on per pupil expenditure for Title I and III.	March 15, 2013	Supt. Brown	Work with budget office to propose school-based budgets, per pupil expenditures, and guidance for decision making for Priority Schools that includes Title I and III funds that follow the students regardless of school.	Each Priority School will have its own budget with which to staff the school, provide professional development, and purchase materials based upon school needs.
	c. Provide budget training and oversight to all central and school personnel to develop data-based accountability & oversight.	Beginning January 2013	Supt. Brown	Collaborate on and review a budget handbook that includes the rules, laws, and practices to facilitate school-based budget decisions that reflect school data and student need. Review the plan, which will include logistics and content of training.	All Central Office and school expenditure decisions will be based upon data and a set of parameters that guide the allowed use of funds per federal law.

<sup>1</sup> Person responsible is a place holder pending determination by Superintendent Brown regarding which of these responsibilities she may wish to delegate in whole or in part and to whom.

<sup>2</sup> The approved ESEA Flexibility Waiver allows LEAs with Priority/Focus Schools that do not meet the 40% poverty threshold for School-wide Program (SWP) eligibility to become a Title I SWP school if the LEA is implementing interventions consistent with “turnaround principles” or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in the school. The clear benefit of operating as a SWP is that the school is able to consolidate all of its federal, state and local funds to upgrade the education program. The school is also able to implement programs and activities that are aimed at meeting the needs of all students and teachers in the building. Prior to the ESEA Waiver, legislation (Section 1115) required schools that did not meet the 40 percent student poverty requirement to operate as Targeted Assistance (TA) schools and as such must use Title I funds to address only the supplemental educational needs of identified eligible students.

	<p>d. Move toward a decentralized school-based system of professional development.</p> <p>e. Examine and evaluate the current Targeted Assistance Title I schools (15) to ensure the fidelity of fit to the needs of the students/school.</p>	<p>March 15, 2013</p> <p>January 2013</p>	<p>Supt. Brown</p>	<p>Review the plans for the use of Title I and Title II funds for professional development to ensure that schools use student data to make decisions that are aligned with need.</p> <p>Assist in reviewing the 15 schools that are currently Targeted Assistance. Provide feedback in making decisions as to whether to shift from Targeted Assistance to School-wide<sup>2</sup> use of Title I funds in these 15 schools.</p> <p>Identify other districts and models that have done an analysis of the School-wide vs. Targeted Assistance models, as needed, to support decision making in this shift and writing of plans.</p>	<p>Priority Schools will successfully conduct professional development, as evidenced by training evaluations. Classroom instruction and student performance will improve as a result.</p> <p>Schools remaining Targeted Assistance will document in writing how and to whom robust instruction and support is provided. If schools move to a School-wide Program, a written plan will document how funds and services are utilized and monitored.</p>
<b>2 Organization</b>	<p>a. Establish monthly ‘Principal Meetings’ for Priority School principals to build skills and capacity to use data to drive instructional decisions.</p>	<p>October 1, 2012</p>	<p>Supt. Brown</p>	<p>Provide feedback on agendas, professional development, and problem solving around the needs of Priority Schools. Identify additional resources available at SED to support this work.</p>	<p>Principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill set and knowledge regarding how to accelerate improved outcomes for students.</p>
	<p>b. Establish a year-long calendar of Principal Meetings and opportunities for schools to break out by level (elementary, middle, high school).</p>	<p>October 1, 2012</p>	<p>Supt. Brown</p>	<p>Assist in creating a model of meetings that offer cross-school collaboration and learning between Priority Schools and other schools by level (e.g., Elementary, Secondary). Identify additional resources to support areas of focus.</p>	<p>Principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill set and knowledge regarding how to accelerate improved outcomes for students.</p>
	<p>c. Review and analyze the impact of</p>	<p>Dec. 1, 2012</p>	<p>Supt. Brown</p>	<p>Participate in discussions and analysis of current student enrollment policies and practices in ‘Criterion’ schools.</p>	<p>There will be a revisited/revised policy on student enrollment at Criterion schools to ensure equitable access</p>

	Criterion-based administrative polices on student enrollment in Priority Schools.			Provide feedback on any decisions to revise current enrollment policies.	for students to these schools. The impact of the revisited/revised policy on student placement at non-criterion schools will be monitored. Clear written communication will be given to Priority Schools outlining enrollment and transfer procedures across the district.
<b>3 Articulation/ Coordination</b>	a. Define, in writing, the autonomy and decision making authority of Priority School principals.	Nov. 1, 2012	Supt. Brown	Provide feedback on written document outlining autonomy and decision-making authority of Priority School Principals.	Priority School principals will understand & execute their autonomy and authority to make site-based decisions, based on data, to accelerate improved student outcomes. Student outcomes will improve as a result. (NOTE: Currently school-based budgets do not exist. The ability to impact and change current instruction and support structures is limited for SY2012-13.)
	b. Provide, in writing, clear and timely communication and information regarding district polices, practices, and procedures to be followed.	Nov. 1, 2012 and on-going	Supt. Brown	Review written documents for clarity and timeliness.	There will be clarity and uniform understanding across Priority School staff regarding policies, practices, and directives impacting their schools. Priority Schools will be given timely requests for information.
<b>4 Leadership</b>	a. Establish a coherent Central Leadership that is proactive and responsive to Priority Schools.	Oct 15 – July 1	Supt. Brown	Assist and provide feedback around building a strong, coherent Central Office team that is responsive and accountable for Priority Schools.	The Central Office will deliver proactive, timely, responsive, and coherent service and support to schools as reported by Priority School personnel. Student outcomes will improve as a result.
	b. Implement a system to monitor monthly the service and support provided by the Office of	October 19, 2012	Supt. Brown	Assist and provide feedback in setting targets and respective benchmarks for the Office of School Performance that reflects differentiated support and accountability for each Priority School.	Priority Schools will report and show evidence of impact of support provided by the Community Superintendents and respective staff. Result will be improved student outcomes across multiple measures (e.g., suspension, attendance, achievement, referrals to special education,

	<p>School Performance to Priority Schools.</p> <p>c. Provide training &amp; coaching to develop the skill set of the Central Leadership team to include use of data to drive instructional decision-making and support.</p> <p>d. Community Superintendents to write, in collaboration with Priority School principals, differentiated support plans that include evidence of successful implementation.</p>	<p>October 30 &amp; on-going</p> <p>October 19, 2012</p>	<p>Supt. Brown</p> <p>Supt. Brown</p>	<p>Identify resources and support to facilitate the development of data based decision-making skill across the Central Leadership team.</p> <p>Provide feedback on support plan development for each Priority School, including the setting of benchmarks to monitor successful implementation.</p>	<p>students transfers, discipline referrals, support services, parent participation).</p> <p>Central leaders will support schools under their direct supervision in use of data as evidenced in the individualized support plans for Priority Schools. Benchmarks for each area of the support plan will have evidence and impact of the support provided.</p> <p>Principals of Priority Schools will report that they have received responsive and tailored service and support.</p> <p>Individualized support plans for Priority Schools will result in improved performance of each school across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation).</p>
<p><b>5</b></p> <p><b>Use of Data</b></p>	<p>a. Implement the currently developed but dormant data dashboard, which includes Early Warning indices to be used by teachers and administrators.</p> <p>b. Provide training for Priority School</p>	<p>October 19, 2012</p> <p>Nov. 16, 2012</p>	<p>Supt. Brown</p> <p>Supt. Brown</p>	<p>Support and provide feedback on the logistics, planning, and gathering of stakeholder feedback on the current dashboard.</p> <p>Support and provide feedback on the logistics and planning of stakeholder training on the current</p>	<p>Priority Schools, administrators and teachers, will provide feedback on the dashboard for the purpose of ensuring consumer friendly format and needed data.</p> <p>Priority Schools will use, on a regular basis, the data dashboard to support data discussion with school-based</p>

	principals and site leadership teams on the data dashboard.			dashboard.	staff. The result will be improved students outcomes over multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation).
	c. Provide on-going training on the use of data from the dashboard to drive instruction, planning, and delivery of services to students.	Nov. 16 and on-going	Supt. Brown	Support and provide feedback on the impact of training and on-going technical assistance in using data at all levels of the organization to drive instructional decision-making.	On-going data conversations with site staff, Community Superintendents, and respective staff. Structures of governance and operations will be realigned to reflect school and district-wide data.
	d. Provide a document that outlines the procedures, logistics, and expectations of the new benchmark assessments.	October 15, 2012	Supt. Brown	Review and provide feedback on the document that outlines the purpose, procedures, and expectations for the new benchmark assessments, including the timely dissemination of results to schools.	Benchmark assessment results will be used to directly impact the professional development, support, and coaching provided to teachers, thereby improving classroom instruction and performance on state assessments in ELA, math, and science.
<b>6 Curriculum</b>	a. Conduct a brief curriculum audit, including student access to materials and textbooks, in Priority Schools and use written results of audit to ensure that schools have appropriate materials to accelerate student achievement.	Dec. 1, 2012	Supt. Brown	Assist in the review of audit results for the purpose of helping address any gaps and needs at Priority Schools.	All schools will report they have all textbooks and materials needed to implement the CCSS and other state standards.
	b. Create a written	October 1,	Supt. Brown	Assist in and provide feedback on the logistics and	Classroom observations will consistently show

	plan for professional development and technical assistance to ensure a robust transition to CCSS.	2012		content of professional development and technical assistance plan. Identify SED resources to assist in the transition to CCSS.	implementation of CCSS and the shifts in pedagogy. Student outcomes will improve.
<b>7 Instruction</b>	a. Review and analyze the impact of the current promotion policy and practices on student achievement.	Dec.14, 2012	Supt. Brown	Support the analysis and review of the current promotion policy by reviewing multiple data points to provide evidence of impact of the current policy and practices when a student does not meet success. Assist in identifying other models of policies for promotion in urban school districts.	Programs and services for students in need of retention or retaking of a course will be specially designed and monitored to ensure student success. A multi-tiered system of supports, instruction and intervention will be provided for Priority Schools that is preventative and proactive in progress monitoring and supporting students at risk for failure. Retention and repeating of course work will be reduced as a result.
	b. Explore GED programs and CTE as alternative paths for 5 <sup>th</sup> year seniors.	Nov. 1, 2012	Supt. Brown	Participate in meetings and discussions and support the review and analysis of current programs, polices, and practices to expand CTE and GED programs as leverage for improving student outcomes.	The number of 5 <sup>th</sup> year seniors as well as other credit deficient high school students will decrease. The enrollment in CTE programs will increase.
	c. Review the current criteria & application processes for all CTE programs across the district.	Nov. 15, 2012	Supt. Brown	Assist in the review/revision process and provide feedback on the current CTE application process.	The number of students enrolled CTE programs will increase. The graduation rate from CTE programs will increase.
	d. Explore opportunities to provide more GED options within the district.	January 14, 2013	Supt. Brown	Assist in analyzing data regarding students participating in GED programs and dropping out of school for the purpose of expanding opportunities/sites that offer GED programs citywide.	The number of Priority School students who enroll in a GED program as an alternative to dropping out of school will increase.
	e. Analyze the current use and impact of NOVA net in Priority	March 15, 2013	Supt. Brown	Assist in the analysis of the use and success of NOVA net for students at Priority Schools and whether it is being efficiently and effectively utilized as an avenue for	The number of students accelerating and recouping credit toward graduation requirements will increase. All credits earned will represent not merely completion of required

	<p>Schools for students in need of credit recoupment and acceleration.</p>			<p>student successful accumulation of course credit. Assist in identifying other models/resources for online learning.</p>	<p>instructional time and prescribed assignments, but rather attainment of genuine proficiency.</p>
	<p>f. Evaluate the impact of the current special education service delivery model of co-teaching and its impact on students with disabilities performance outcomes.</p>	<p>Nov. 1, 2012</p>	<p>Supt. Brown</p>	<p>Assist in analyzing student outcomes over multiple measures and years. Assist staff and review reports generated from analysis. Provide feedback and identify resources that support viable alternatives to the current model to ensure a continuum of services.</p>	<p>There will be consistent implementation of a continuum of special education programs across the district. School staff will have a clear understanding of the Least Restrictive Environment, role of CSE, and decision making based on student need, rather than available or ‘allowed’ programs, as evidenced by written communication and reporting of students enrolled in the continuum of programs and services.</p>
	<p>g. Evaluate the current alternative education model, including site-based instructional delivery and staffing for suspended students.</p>	<p>Dec. 1, 2012</p>	<p>Supt. Brown</p>	<p>Assist in the analysis and review of the current Alternative Education model by reviewing enrollment versus registered student attendance, performance of suspended students, and fiscal impact.</p>	<p>Alternative education in the form of standards-based instructional services for suspended students at Priority Schools will be consistently delivered. Instructional materials will be made available students who are suspended but are not attending site-based alternative education instruction.</p>
	<p>h. Evaluate the role, function, and membership of and support provided by Student Support Teams (SST) to Priority Schools.</p>	<p>Nov. 1, 2012</p>	<p>Supt. Brown</p>	<p>Assist staff in an evaluation and review of the current SST structure and review the report of findings to be provided to the Superintendent. Assist in identifying resources/models for SST in other Districts.</p>	<p>District-wide written guidance, training, and technical assistance on the role and function of the SST, including specific team membership, will be understood by Priority School staff as evidenced by high functioning SSTs that result in improved outcomes for students (e.g., reduced referrals to special education).</p>
	<p>i. Review the role and function of Committee on</p>	<p>Nov. 1, 2012</p>	<p>Supt. Brown</p>	<p>Assist staff in an evaluation and review of the current CSE and SST structure. Review and provide input on the report of findings, including recommendations as</p>	<p>Priority Schools will have a clear understanding of the role, function, and purpose of the SST and CSE, including respective team membership, as evidenced by</p>

	Special Education (CSE) and SST.			appropriate. Assist in identifying resources to support the review of these processes.	high functioning SSTs. The Priority School staff will report that the SSTs are providing value-added support to teachers and students.
	j. Evaluate and analyze the current instruction, training, supervision, and service delivery for students with disabilities and English learners to understand the lack of achievement.	Nov. 1, 2012	Supt. Brown	Assist in the review and analysis of instruction and service delivery, including adequate training/supervision to support effective instruction for these student populations.	Improved and accelerated outcomes for students with disabilities and English learners across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation).
	k. Review and analyze the percentage of students receiving special education services and special education referrals, and the exit rates in Priority schools.	Nov 30, 2012	Supt Brown	Assist in reviewing and analyzing a report of special referral rates by grade level, building, as well as the exit rate and LRE.	There will be a reduced number and percentage of students being placed on IEPs; there will be an increase of students exiting special education services and moving to a less restrictive environment. Professional development focused on differentiated instruction will be delivered to support teachers in working with diverse groups of learners within general education settings.
	l. All school and central administrators will be certified in the APPR evaluation process.	Oct.15 & Dec. 2012, respectively	Supt. Brown	Assist in reviewing the list of school and Central Office administrators certified in the APPR process to ensure 100% completion of the process.	Implementation of the evaluation process will commence upon final approval of the APPR.



	m. Establish a written calendar for turnkey training & on-going training and technical assistance on evaluation rubric (e.g., inter rater reliability, calibration).	Nov. 1, 2012	Supt. Brown	Assist/provide feedback in setting up the on-going training process with Priority School principals to ensure responsiveness to the needs of the administrators.	Consistent implementation of the APPR process will be evident through the calibration and inter rater reliability of observations. Technical assistance will be provided and monitored as needed by administrators at Priority Schools.
<b>8 Assessment</b>	a. Develop in writing, the vision, expectation, logistics and accountability for the new Benchmark assessments.	Nov. 1, 2012	Supt. Brown	Provide feedback in developing a comprehensive assessment system that incorporates all assessments given in the district.	Priority Schools will use data from the benchmarks to evaluate current progress of students toward proficiency on state assessments as evidenced in faculty, grade level, and department level meetings.
	b. Provide professional development for Priority School principals as to how benchmark data are to be used to accelerate student outcomes.	Nov. 30, 2012	Supt. Brown	Provide input and feedback on the training for Priority School principals.	Overall benchmark and state assessment results will increase.
<b>9 Operation &amp; Management</b>	a. Directives that impact day- to-day functioning to schools will be memorialized in writing with copies to	Effective Immediately	Supt. Brown	Provide feedback on clarity and timeliness of the written practices/directives to Priority Schools that pertain to day-to-day functioning and running of schools.	Written documentation of directives, polices, and practices will be timely disseminated. Principal decision-making authority around implementing directives will be clear and delineated in writing.

	<p>Superintendent and other appropriate designees for Priority Schools.</p> <p>b. All school staffing to be completed by HR with input from principals.</p> <p>c. Review and analyze student placement decisions for general and special education and English learners.</p> <p>d. Explore and expand existing student support services (e.g., family support coordinators model) to include the establishment of city- and county-wide targets for coordinated multi-agency efforts that directly address a myriad of factors impacting student achievement (e.g., chronic absenteeism).</p>	<p>Oct 15, 2012</p> <p>Nov. 1, 2012</p> <p>Jan. 2013</p>	<p>Supt. Brown</p> <p>Supt. Brown</p> <p>Supt. Brown</p>	<p>Provide feedback on the shift of hiring and staffing in HR, including realignment of the FTE process to support this shift.</p> <p>Provide feedback and guidance on the review of the current placement practices and work with staff to problem-solve the current issues at Priority Schools.</p> <p>Identify resources/models of student support systems that include multi-agency efforts and services. Provide feedback and participate in discussions that result in city- and county-wide coordination of services for students, families, and schools.</p>	<p>The Office of Human Resources will ensure that vacancies in Priority Schools are filled expeditiously regardless of the time of year.</p> <p>Student placements across the district will be equitable and based on clear and delineated processes that all Priority Schools understand. Data on student placement at Priority Schools will be collected quarterly and monitored to ensure placement is equitable and meets the needs of students.</p> <p>Attendance rate will increase, chronic absenteeism will decrease, and student outcomes will improve across multiple measures in all Priority Schools.</p>
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