



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Oakland Unified School District Quality School Development Policy Update Presentation



November 6, 2013

v10



*If we want to chop more wood, we
can't just work harder or chop faster.
We need to sharpen our axe.*

- Woodcutter's Proverb

Agenda & Road Map

Quality School Development Policy

- A.** Purpose of Policy
- B.** Elements of Policy
- C.** Impact of Other Priority Initiatives
- D.** Policy & Budget Development Implications
- E.** Questions/Answers & Discussion

A. Purpose of QSD Policy

This policy defines the processes and infrastructure for building the capacity of schools and central office to effectively practice continuous quality improvement.

Becoming the Best at Getting Better.

Policy integrates:

- School Quality Standards
- Balanced Scorecard
- School Quality Review
- Community School Strategic Site Planning
- District Budget Priorities
- Partnerships across Diverse Providers
- Site-Based Governance Policy





B. Policy Elements 1-6

The following chart lists the six elements outlined in the QSD Policy

Policy: Continuous School Improvement Process

1. Standards & Goals
2. Assessment of Standards and Goals
3. Continuous Improvement Planning
4. 3-Year Plan

Policy: Support Structures

5. Innovation Fund
6. Facilities

B. Policy Elements 1

QSD Policy Elements

Standards & Goals

The district has established **quality standards** for schools and the central office. The district has established **School Quality Improvement Goals** outlined in its **Balanced Scorecard**; based on the District's Strategic Plan.

In-Development:

- School Balanced Scorecards
- District Balanced Scorecard
- Translation of scorecards with communication & engagement strategies
- District & charter quality standards and performance metrics alignment
- Central office quality standards rubric development
- Data warehouse and reporting tool initiative to increase data access and use

B. Policy Elements 2

QSD Policy Elements

□ Assessment of Standards and Goals

The district is implementing a **School Quality Review (SQR)** system, involving over 150 staff & leadership in the district as reviewers, reviewing 36 schools over prior two years, and 16 in the current year.

In-Development:

- SQR Data Profile aligned to School Balanced Scorecard
- Extension of SQR from 12 mo. to 18 mo. process to support up-take of findings
- Site Plan (CSSSP) Focus Goals required based on SQR report
- SQR Report - communication & engagement strategies expanded
- SQR Review Teams of Priority High Schools remain engaged post-SQR
- Posting results of SQR*, including brightspots for targeted areas, i.e. AAMA**

* **SQR Findings Posted** = www.qualitycommunityschools.weebly.net with forthcoming link to district website & inclusion of charter school quality review reports conducted as part of charter re-authorization

** AAMA = African American Male Achievement

B. Policy Elements 3

QSD Policy Elements

Continuous Improvement Planning

The district adopted a **Site Based Governance policy** and the QSD Policy ensures that the purpose of Site-Based Governance is not simply for governance sake, but rather collaborative engagement in the continuous school improvement process outlined in this policy.

In-Development:

- Extended SQR Lead Evaluator's role to support site planning process
- Established formal leadership & implementation structure for CSSSP*
- Engaging across departments & partners in school site capacity building
- Capacity building focus: **Goal Setting, Theory of Action, Cycles of Inquiry****
- Participation of key staff in Site-Based Governance Policy Task Force
- Establishing School Quality Improvement System components

* **CSSSP** = *Community School Strategic Site Plan*

** *See Appendix II*

B. School Quality Improvement

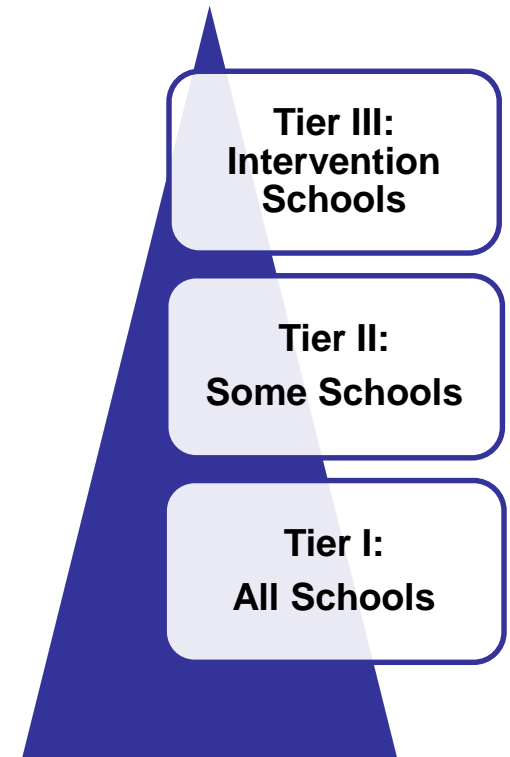
Tiers of Support (IN-DEVELOPMENT)

Considerations being given to the following:

TIERS

- I. Support provided to all district schools in order to develop high quality schools
- II. Support provided to selected district schools to in addition to Tier I supports in order to develop high quality schools
- III. Support provided to district schools identified with the greatest need for improvement based on established criteria, in addition to Tier I and Tier II supports in order to develop high quality schools

(All supports provided in a differentiated manner.)



B. School Quality Improvement

Tier I Level: All Schools (IN-DEVELOPMENT)

Considerations being given to the following:

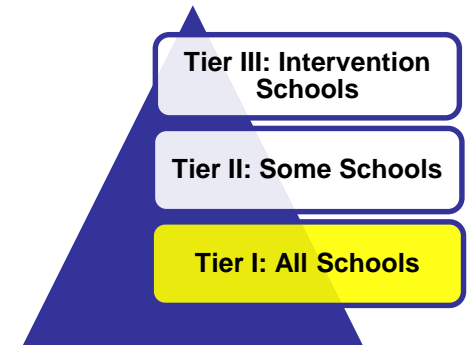
- I. The district provides supporting conditions so that all school are continuously improving. Capacity development is focused on specific areas identified in **Appendix II**.
- II. The focus of continuous improvement is on meeting the goals of the School Balanced Scorecard and to meet the School Quality Standards adopted by the district in its Strategic Plan.
- III. Type of supports provided include:

FOCUS ON:

- A. Common Core Curriculum
- B. Linked Learning
- C. Social & Emotional Learning
- D. Transforming School Culture / VRP*

SUPPORTS

- A. Professional development
- B. Capacity building with stakeholders
- C. Tools and resource development and dissemination



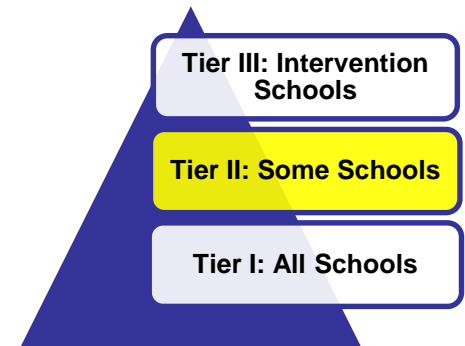
* VRP = Voluntary Resolution Plan

B. School Quality Improvement

Tier II Level: Selected Schools (IN-DEVELOPMENT)

Considerations being given to the following:

- I. Based on the current *CORE School Quality Improvement System* criteria used to identify Focus and Priority schools for 2013-14, schools will receive specific additional supports and services. May include other schools, as appropriate;
- II. These supports are the **FOCUS OF DIFFERENTIATED SUPPORT FOR 2013-14**
- III. Proposed Supports (*some supports available to ALL Schools*):
 - A. **Lead Facilitators to guide school improvement planning**
 - B. **Pairing Schools Process** (*w/ CORE Districts*)
 - C. **Reading Reward Schools Pairing**
 - D. **School Quality Improvement Grants**
 - E. **Stakeholder Engagement**
 - F. **Common-Core Mini-Retreats**
 - G. **Targeted Instructional Supports for specific groups of students**
 - H. **Consultation and Coaching re: literacy**
 - I. **Web-based Library**



B. School Quality Improvement

Tier III Level: Significant Intervention (IN-DEVELOPMENT)

Considerations being given to the following:

I. Subsequent to meaningful investment of TIER II support strategies;

II. Identification (Methodology TBD)

Use of **Scorecard** results, **School Quality Review** results, and other relevant data to determine extent to which significant intervention (Tier III) is required. * Staff currently assessing the role of the CORE Waiver designation of “Priority School” as a factor;

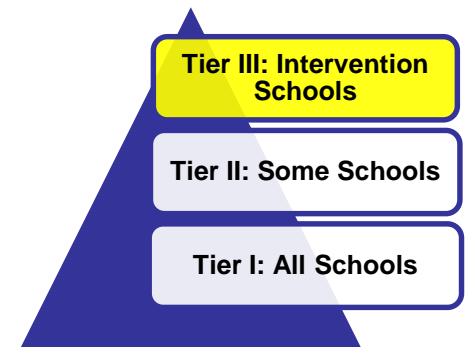
I. Possible Significant Intervention Strategies (may be a combination of strategies):

A. School Redesign

1. Site-based School Redesign Process
2. Selected Model School Replication
3. Diverse Provider* Partnership in School Redesign

B. Alternative Governance

1. Joint Governance Model (MOU with Diverse Provider)



* **Diverse Provider** = draft definitions provided on slide #14

B. School Quality Improvement

Tier III Level: Significant Intervention (IN-DEVELOPMENT)

Supporting Conditions under consideration:

- I. Development of **high functioning Site Governance Team**, in alignment with forthcoming policy implications
 - II. Intervention strategy *may* require establishment of **School Re-Design Team** comprised of similar composition to Site Governance Team and *may* include shared membership
 - III. Application of Board-adopted **Family Engagement Standards** to ensure high quality engagement throughout school quality improvement process
 - IV. Use of **collaborative cycles of inquiry** and applying **evidence-based decision-making**
 - V. **Partnership between central office and school community** to provide for and build capacity
 - VI. **Clear expectations** regarding improvement planning outcomes and performance outcomes
 - VII. **Clearly defined roles & responsibilities**, including partnerships w/ Diverse Providers
 - VIII. **Flexibility** provided as needed, for in the areas of funding, curriculum, scheduling, staffing, governance and facilities
 - IX. **Demonstrated understanding of the change process by all involved**
 - X. **Resources, resources, resources...**
-

B. Diverse Providers

Key Questions Under Consideration

A. ***What constitutes a “Qualified” Diverse Provider?***

Preliminary definitions under consideration:

- A. May be an education or community-based non-profit organization
- B. May be a charter school operator
- C. Positive assessment of track record of services and/or performance
- D. Basis of assessment to include improvement of measurable outcomes, with a focus on improved outcomes for student performance - aligned to District Priorities and School Balanced Scorecard
- E. Demonstrated interest, skill, and capacity to provide support towards school improvement strategy

B. ***What constitutes partnership?***

Preliminary definitions under consideration:

- A. Agreement to provide specific technical assistance towards school improvement effort
 - B. Agreement to share effective practices relevant to school improvement effort
 - C. Leveraging of mutual resources, such as access to philanthropy, professional development, facility space, etc., to reinforce diverse provider expertise and/or capacity in order to positively impact school improvement efforts
 - D. Mutual agreement in the intended outcomes of the school improvement effort
 - E. A policy of shared decision-making
-

B. Policy Elements 4

QSD Policy Elements

3-Year Plan

District has re-designed site plan (**CSSSP***) to align to School Quality Standards; incorporated key data sets; is web-based; and integrated school's entire improvement planning efforts into a single plan.

In-Development:

- Revising data-sets incorporated to align to School Balanced Scorecard
- Revising language to emphasize priority initiatives re: *VRP*/ Transforming School Culture, Special Education, English Learners, Common Core*
- Revising format for more developed Theory of Action (educational philosophy)
- CSSSP Plan - communication & engagement strategies expanded

* **CSSSP** = *Community School Strategic Site Plan*

* **VRP** = *Voluntary Resolution Plan*

B. Policy Elements 5

QSD Policy Elements

Innovation Fund

A fund* is established to **catalyze** implementation of key aspects of the continuous improvement policy. As set forth in 2013-14 budget adoption, the fund is also intended to leverage additional fundraising.

In-Development:

Fund may initiate, though may not fully fund infrastructure around:

- Capacity building and systems for data-driven CSSSP planning process
- Systems for engagement by broader stakeholders in CSSSP planning process
- Targeted and differentiated supports for priority schools, based on needs assessment and site-based planning process resulting from SQR
- Broader communication & education around Scorecard, SQR, and CSSSP

** Not yet clear if Fund is intended to be renewed, self-renewing through outside philanthropy, or one-time in nature*

B. Policy Elements 6

QSD Policy Elements

☐ Facilities

The district has adopted an **Asset Management Policy** which guides the strategic use of district facilities, including use by Diverse Providers, including charter schools. Taken up in the context of the QSD Policy, this provides an opportunity to:

- Analyze city-wide enrollment, demographics, population growth & decline trends
- Develop comprehensive inventory of available space
- Establish a standard loading ratio to strategically assess space utilization
- Establish a fair rate for use of facilities for non-district programming / use
- Make pro-active decisions about program placement, growth and reduction

Ultimately, this would support a determination of the number of schools, location of schools and school types that may be needed over time.

C. Considerations

Quality School Development Policy considerations for...

- **CORE School Quality Improvement System**
(SQIS)
 - **Local Control Funding Formula**
(LCFF)
 - **Voluntary Resolution Plan / Transforming School Culture**
(VRP)
-

C. Considerations

Policy considerations for...

The QSD Policy is intended to be the school site expression of these priority initiatives: (SQIS, LCFF, VRP)



Initiatives focus on:

- **target populations** to receive differentiated supports
 - **resource allocation** based on need
 - **analysis of data** to monitor and inform decision-making
 - **consultation & engagement** of broad stakeholders
 - establishment of **new accountability** systems
-



D. Policy & Budget Implications

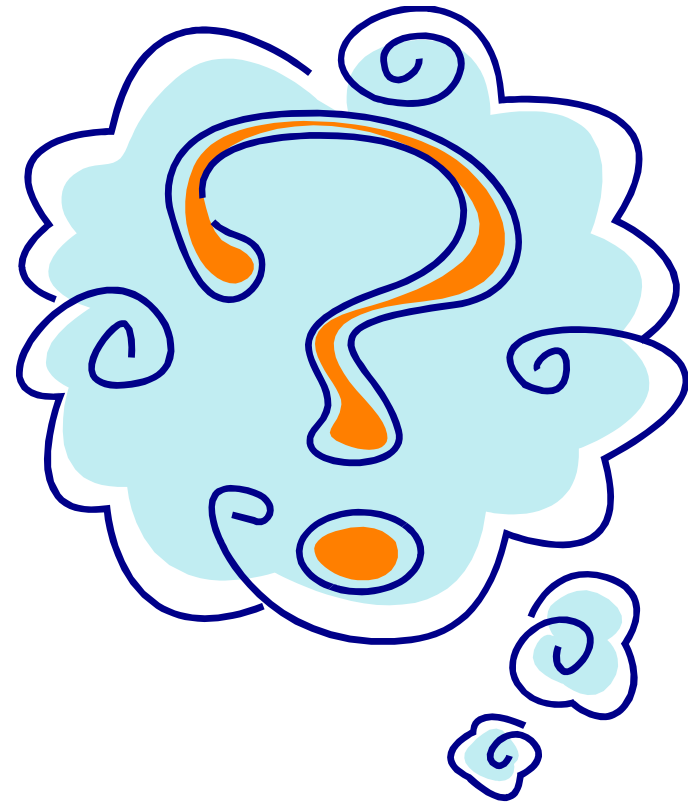
- A. Propose policy **name change** to *School Quality Development Policy* in alignment with other systems and initiatives
 - B. Consider identifying within the policy the need to **differentiate support** targeting specific student populations outside the sphere of success
 - C. Consider policy language and funding needed for **interventions** to address persistent low performance based on Balanced Scorecard and SQR results; School Quality Improvement Index, including
 - A. Community based, School Redesign Process
 - B. Joint Governance Models
 - D. Consider budget implications for going beyond assessing school quality, towards **pro-active development of quality programming**, such as;
 - A. Pathways and Academies
 - B. Neighborhood and Feeder Patterns
 - C. Grade configurations to expand quality seats
 - D. Model School Program Replication
-



E. Questions/Answers & Discussion

Questions &
Answers

Discussion



F. Appendix

Appendix I: BP 6005 Quality School Development Policy

Date: March 22, 2013

To: OUSD Board of Education
From: Gary Yee & David Kakishiba
cc: OUSD Superintendent Dr. Tony Smith

Re: Proposed New Board Policy – Quality School Development

Legislative Request

On March 27, 2013: To refer the proposed Board Policy on Quality School Development to the Board of Education for approval.

On April 24, 2013:

**OAKLAND UNIFIED SCHOOL DISTRICT
Board Policy**

**BP 6005
Instruction**

Quality School Development

The Board of Education is responsible for ensuring that the Oakland Unified School District (OUSD) is a high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.

The Board of Education is committed to providing all students a continuum of high-quality schools, including schools that are directly operated by the OUSD, public charter schools authorized by the Oakland Unified School District, and schools funded by, but are not exclusively operated by the Oakland Unified School District.

Toward realizing this promise, the Board of Education shall:

1. Establish comprehensive school quality standards, outcomes, and measures by which all schools are expected to make steady progress toward and achieve.
2. Establish a school quality review process in which all schools continuously participate to assess the state of their school in relation to established school quality standards, outcomes, and measures, and to identify key priorities for school improvement.
3. Establish a school quality improvement process in which all schools, through their school governance team, are held accountable to develop a rigorous three-year school quality improvement plan (Community School Strategic Site Plan). The school quality improvement process shall engage, guide, and support school governance teams to identify, as necessary:
 - a. Evidence-based or promising strategies and practices that are relevant to the conditions and needs of their school;
 - b. Qualified Diverse Providers to implement one or more elements of their school quality improvement plan; and
 - c. Resource Utilization Plan to describe how school resources – people, programs, money, and time – are coherently aligned to achieve the school quality improvement plan's goals, theory-of-action, and strategies.
4. Authorize the implementation of three-year school quality improvement plans, which have been recommended for approval by the Superintendent.
5. Establish a "Quality School Development Innovation Fund" to provide targeted investments to catalyze implementation of Board-approved school quality improvement plans.
6. House qualified public charter schools and contract schools in Oakland Unified School District school facilities.

4/24/13

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On April 24, 2013: To adopt the proposed Board Policy on Quality School Development, and to direct the Superintendent to report to the Board of Education in October 2013 on the progress achieved toward implementing the adopted Quality School Development Board Policy, including any related changes to district organization, district leadership, program budget allocations, facilities usage, local school governance team structures and decision-making processes; and communications to all district schools, charter schools, and contract schools regarding the Board policy on Quality School Development.

Rationale

On June 18, 2011, the Governing Board of the Oakland Unified School District (OUSD) adopted a Five-Year Strategic Plan, which established the OUSD's mission as one of becoming a Full-Service Community School District that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day. Embedded in our adopted mission and five-year strategic plan is the Board's aspiration to ensure that every public school operating under its jurisdiction demonstrates both high quality and high achievement.

OUSD has recently developed key planning and accountability structures to support the development of high quality schools, including: 1) Standards for School Quality; 2) School Quality Review rubric and process; 3) Community School Strategic Site Plan tool and process; 4) Balanced Scorecard goals, outcomes, and measures, and accountability report schedule; 5) District Budget Priorities aligned to Balanced Scorecards goals and outcomes; 6) Partnership School Agreements with public charter schools; and 7) Board Policy on School Governance.

However, we recognize that our collective ability to accelerate positive change in our district and in our schools is challenged by three longstanding conditions:

1. OUSD lacks a robust infrastructure and a durable process to build the capacity of all of our schools to effectively practice continuous quality improvement.
2. The decline of Oakland's school-age population and the growth in the number of public charter schools have created significant and evolving challenges to the organizational sustainability of both public district schools and public charter schools.
3. The combative relationship between the OUSD and the Oakland Education Association has often prevented the two parties from engaging in sustained dialogue to craft agreements that improve school quality and sustainability across the entire city.

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

BP 6005

Instruction

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5. Establish a “Quality School Development Innovation Fund” to provide targeted investments to catalyze implementation of Board-approved school quality improvement plans.



F. Appendix

Appendix II: Continuous Improvement Framework

** These areas of focus on capacity building is intended for all stakeholders. It is expected to be a multi-year process of developing support structures across schools and the central office to build this capacity in parents, students, teachers, support staff, principals, and central office staff.*

TOOLS FOR CONTINUOUS IMPROVEMENT

All stakeholders must have Knowledge and Understanding of the roles the following tools play in the school improvement planning process:



Balanced Scorecard

Measures school progress on major goal areas



School Quality Review

Assessment of school performance against school quality standards



CSSSP Community Schools Strategic Site Plan

Provides a process and a document to support the school's comprehensive improvement planning efforts

PRIORITY SKILLS & COMPETENCIES

The following Skills and Competencies are required by all stakeholders to effectively engage in the school improvement planning process:



Goal Setting

Setting SMARTE(R)* goals to measure success and monitoring progress towards achieving the goals



Theory of Action

The school's philosophy on how they will achieve their goals.



Cycles of Inquiry

Collaborative process of looking at data, identifying needs, conducting analysis, proposing improvement strategies, implementing plans, & reflecting on results

The following Mindsets or Dispositions are necessary in order to effectively engage in the school improvement planning process:



Moral Purpose:
All students college,
career & community ready

Belief that all students are capable of readiness for college, career and service to their community



Collaboration

Desire to engage in collaborative planning and decision-making, and to work together towards school improvement



Inquiry

Willingness to ask questions seek understanding, challenge assumptions, and to be open to learning



F. Appendix

Appendix III: Alignment between District Priorities & School Site Planning (*CSSSP*)

Community School Strategic Site Plan (CSSSP) Content Mapped to District Priorities

To support school leadership to understand how their improvement strategies/activities should be located in the CSSSP

CSSSP Content	District Priorities
School Quality Indicator 1: Quality Learning Experiences for All Students	
A: Balanced Literacy & Literacy Across the Curriculum	<i>3 Academic Pivots*, SEL</i>
B: Science, Technology, Engineering, Mathematics (STEM)	<i>3 Academic Pivots*, SEL</i>
C: Transitions & Pathways PreK-12	<i>TK, MS-HS, HS-College & Career</i>
D: College, Career & Workforce	<i>College & Career Readiness, SEL</i>
E: Accelerating Students through Targeted Approaches* (African American Male Achievement /English Learners/Students with Disabilities/GATE)	<i>SEL, AAMA, EL, SwD, GATE</i>
F: Extending Learning Time	<i>ASP, Extended Academic Interventions</i>
School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments	
A: Safety Plan	
B: School Culture (including Meaningful Student Engagement)	<i>VRP, PBIS, SEL</i>
C: Health & Wellness	<i>FSCS strategies, SEL</i>
D: Interrupting Chronic Absence (Attendance)	<i>FSCS strategies, SEL</i>
School Quality Indicator 3: Learning Communities Focused on Continuous Improvement	
A: Building Capacity & Leadership (Professional Development/ Learning Communities/ Coaching/ Staff Induction)	<i>Cycle of Inquiry (teachers), PLCs, Academic Conferences, SEL</i>
School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/ Partnerships	
A: Family & Community Engagement	<i>FSCS strategies, Family Engagement, SEL</i>
School Quality Indicator 5: Effective School Leadership & Resource Management	
A: Strategic Operational Practices	<i>5 Leadership Capacities, Cycle of Inquiry (school), ILT, Vision, SEL</i>

SEL = Social and Emotional Learning; **TK** = Transitional Kindergarten; **AAMA** = African American Male Achievement; **EL** = English Learner; **SwD** = Students with Disabilities; **ASP** = Afterschool Program; **VRP** = Voluntary Resolution Plan; **PBIS** = Positive Behavior Interventions & Supports
FSCP = Family, Students, and Community Partnerships; **PLC** = Professional Learning Communities; **ILT** = Instructional Leadership Team

*3 Academic Pivots: Academic Discussion, Evidence-Based Writing, Reading Complex Text



F. Appendix

Appendix IV: School Quality Review Findings Dissemination



QUALITY, ACCOUNTABILITY & ANALYTICS

School Quality Review Findings Dissemination >> Strategic Plan

1. Preliminary Report emailed to principal for fact-checking.
2. Meeting of SQR Lead Evaluator and Principal to:
 - a. Identify any factual or informational errors in the report that may warrant correction.
 - b. Discuss findings (validation, surprises, how the findings fit with goals, how the findings fit with planning for next year, etc....)
 - c. Create a schedule for the dissemination meetings with ExO, whole staff, and parents, partners, and students.
3. Lead Evaluator finalizes the report (after gathering more evidence if need be). Final Report is then disseminated to principal, ExO, SQR Team members.
4. Meeting of SQR Lead and Principal to:
 - a. Another discussion of findings and begin identification of key improvement priorities
 - b. Discuss next dissemination steps and use of the findings for the school's strategic planning.
 - c. Plan meeting with ExO and dissemination meeting with school leadership team.
 - d. Plan roles/responsibilities of SQR Lead in subsequent disseminations
5. Meeting of SQR Lead, Principal, and ExO to:
 - a. Review findings and consider key improvement priorities identified by principal
 - b. Plan dissemination with school leadership team.
 - c. Plan roles/responsibilities of SQR Lead in subsequent disseminations
6. Meeting(s) of School Leadership Team to:
 - a. Review findings and consider key improvement priorities identified by principal
 - b. Plan dissemination meetings with full staff and community.
 - c. Plan roles/responsibilities of SQR Lead in subsequent disseminations
7. Meeting(s) of full Staff to:
 - a. Review findings and consider key improvement priorities identified by principal/ILT
8. Meeting(s) of Parents and Community Partners to:
 - a. Review findings and consider key improvement priorities identified by principal/ILT
9. Meeting(s) of school leadership with Central personnel supporting the school to:
 - a. Review findings and key improvement priorities identified by principal/ILT
 - b. Plan supports provided by Central personnel
10. Final SQR Findings posted on the district website.

QUALITY, ACCOUNTABILITY & ANALYTICS

11. School conducts cycles of inquiry and continuous improvement:
 - a. Clarify roles/responsibilities of SQR Lead in supporting this cycle
 - b. Conduct cycles:
 - Set strategic priority goals/areas
 - Choose action strategies for each priority area
 - Create an implementation plan (including training, staff collaborative work time, accessing additional partners and resources)
 - Create a plan to monitor results over the following year (monthly or quarterly)
12. School Support Team Meeting (principal, school leaders, ExO, Central and community partners) to:
 - a. SQR Lead and principal identify a specific challenge to present to the SST.
13. School Meetings (principal, school leaders, SQR Lead, ... as needed) to:
 - a. Write 2014-15 CSSSP



F. Appendix

Appendix V: CORE School Quality Improvement System Priority School Turn-Around Principles

Table 8. School Quality Improvement System Priority School Interventions Mapped to 7 Turnaround Principles

7 Turnaround Principles	School Quality Improvement System Proposed Interventions
<p>Provide Strong Leadership</p>	<ul style="list-style-type: none"> • LEA must review school leader effectiveness and replace leader if deemed necessary through review before the start of the 2014-15 school year • LEA must develop criteria to hire an instructional leader and provide evidence the new principal: <ul style="list-style-type: none"> ○ Has a track record of increasing student growth on standardized test scores as well as overall student growth, as well as in subgroups in the school ○ Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead ○ Has a minimum of 3 years' experience as a principal ○ Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL • LEA must also provide evidence that: <ul style="list-style-type: none"> ○ There is a program in place that supports the leadership team in their instructional and management skill development ○ The new principal has been granted sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates ○ LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction
<p>Ensure that teachers are effective and able to improve instruction</p>	<ul style="list-style-type: none"> • Analyze data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan • Develop new job descriptions around critical teaching elements, hiring rubrics and interview protocols to recruit critical teacher skills including knowledge-based competencies and general abilities to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL) • Provide teacher and administrators with PD related to low-performing area(s) • Develop plan to transfer effective teachers to low performing schools; LEA screens teachers before transferring to the priority school • Implement walk through protocols including teacher support • Participate in professional learning provided by CORE • Hire an instructional coach to engage teachers in school-based, job-

Table 8. School Quality Improvement System Priority School Interventions Mapped to 7 Turnaround Principles

	embedded professional learning
Redesign the school day, week or year to include additional time for student learning and teacher collaboration	<ul style="list-style-type: none"> • Create a plan to maximize instructional time in core subjects -including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography • Explore and capitalize on opportunities outside of the regular student day to enhance student learning; could include after-school, before-school, lunch time , or extended year opportunities • Ensure that extended learning time is available to all students • Evaluate the effectiveness of the extended learning time
Strengthen schools instructional program	<ul style="list-style-type: none"> • Implement curriculum fully aligned to the Common Core Standards • Schedule continuous, data-based curriculum review • Support instruction with pacing guides, curriculum maps and/or sample instructional strategies
Use data to inform instruction and for continuous improvement	<ul style="list-style-type: none"> • Develop and implement a short-term action plan to achieve the goals in the school improvement plan • Develop a leadership team and meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan • Design local data system , which includes multiple-levels of assessments and informs programmatic/instructional decisions • Facilitate data-driven conversations in learning communities • Train and support teachers' data use through formal & informal PD; Differentiate PD for new teachers
Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	<ul style="list-style-type: none"> • Develop a sustained and shared philosophy, mission, and vision • Maintain facilities that support a culturally responsive and safe environment • Analyze teacher attendance and develop a plan for improvement, if needed • Analyze student attendance and develop a plan for improvement, if needed • Identify students who are at-risk of not graduating and develop a plan of action for supporting those students • Analyze student discipline referrals and develop a plan for improvement, if needed
Providing ongoing mechanisms for family and community engagement	<ul style="list-style-type: none"> • Develop and implement a plan for student, family and community engagement • Provide evidence of efforts to increase effective parental and community involvement