

**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<sub>1</sub></b> | <b>Distinguished Educator Support</b>  | <b>Evidence of Success</b>   |
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| <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.   |

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|                       | <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>   |





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|                     | 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  |



Schools for students in need of credit recoupment and acceleration.

student successful accumulation of course credit. Assist in identifying other models/resources for online learning.

f. Evaluate the impact of the current special education service delivery model of co-teaching and its impact on students with disabilities performance outcomes.

Nov. 1, 2012

Supt. Brown

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.

g. Evaluate the current alternative education model, including site-based instructional delivery and staffing for suspended students.

Dec. 1, 2012

Supt. Brown

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.

h. Evaluate the role, function, and membership of and support provided by Student Support Teams (SST) to Priority Schools.

Nov. 1, 2012

Supt. Brown

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

attendance, performance of

Assist in the analysis and review the report of findings to be

i. Review the role and function of Committee on

Nov. 1, 2012

Supt. Brown

Special Education  
(CSE) and SST.

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.

k. Review and analyze the percentage of students receiving special education services and special education referrals, and the exit rates in Priority schools.

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

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|  | <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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