

<u>Race to the Top</u>	<u>School Improvement Grant</u>	<u>DOE's Strategic Plan</u>
<ul style="list-style-type: none"> • Competitive Federal Grant – 4.35 billion awarded to states to drive education reform and focus upon the lowest-achieving schools • Delaware could receive \$20-\$75 million • Delaware applied for \$107 	<ul style="list-style-type: none"> • Authorized under section 1003(g) of Title I of the ESEA Act of 1965 for use in Title I schools identified for improvement, corrective action, or restructuring • \$10 million 	<ul style="list-style-type: none"> • Integrated reform program that will take advantage of a range of federal grant opportunities, including the State Fiscal Stabilization Fund Phase II, School Improvement Grants, Statewide Longitudinal Data System grant, the Teacher Incentive Fund, and Race to the Top • Initiatives based upon the 4 Assurances set forth in Race to the Top
Performance Zone 5% of all public schools in DE who have been identified as persistently lowest-achieving	Tier I, II, III Title I eligible Title I 1003(g) authorized under ESEA	All Schools/Charters
Timeframe: 3 schools – 2011/2012 7 schools – 2012/2013	Timeframe: 2-3 schools – 2010/2011	
Submitted: January 2010 Approval: April 2010	Submitted: February 2010 USDOE – promises 2-week approval process	
Scope of Work (SOW) If state is awarded the grant, each participating LEA (district)/charter will have 90 days to submit SOW around the 4 assurances	Scope of Work (SOW) <i>*Same as Race to the Top</i> Open grants – end of March 20 business days for LEAs to complete application	
Assurance One: Standards and Assessments <ul style="list-style-type: none"> • Participate in review of new standards and preparation of grade-level expectations • Align curriculum with standards 	Assurance One: Standards and Assessments <i>*Same as Race to the Top</i>	Assurance One: Standards and Assessments <ul style="list-style-type: none"> • Participate in review of new standards and preparation of grade-level expectations • Align curriculum with standards

<ul style="list-style-type: none"> • Ensure teachers and leaders participate in state’s standards-related PD • Ensure all students participate in statewide formative and summative assessments 		<ul style="list-style-type: none"> • Ensure teachers and leaders participate in state’s standards-related PD • Ensure all students participate in statewide formative and summative assessments
<p>Assurance Two: Accessing and using State data</p> <ul style="list-style-type: none"> • Continue to use the statewide data system • Provide real-time data that meets quality standards 	<p>Assurance Two: Accessing and using State data <i>*Same as Race to the Top</i></p>	<p>Assurance Two: Accessing and using State data</p> <ul style="list-style-type: none"> • Continue to use the statewide data system • Provide real-time data that meets quality standards
<p><i>Using data to inform instruction:</i></p> <ul style="list-style-type: none"> • Provide 90 minutes of weekly collaborative time for teachers and leaders • Implement (or enhance) an instructional improvement system • Integrate instructional improvement systems as a core job-embedded PD • Use State data coaches to facilitate collaborative time, observe instruction, and provide feedback 	<p><i>Using data to inform instruction:</i> <i>*Same as Race to the Top</i></p>	
<p>Assurance Three: Great Teachers/Leaders</p> <ul style="list-style-type: none"> • Integrate developmental coaches into the evaluation process • Use the State’s 4-level rubric to provide specific and actionable 	<p>Assurance Three: Great Teachers/Leaders <i>*Same as Race to the Top</i></p>	<p>Assurance Three: Great Teachers/Leaders <i>*DPAS II Revised (new regulations effective July 1, 2011</i></p> <ul style="list-style-type: none"> • Use the State’s 4-level rubric to provide specific and actionable feedback

<p>feedback</p> <ul style="list-style-type: none"> • Create improvement plans • Deliver professional development offerings that are aligned with improvement plans • Use evaluations as a primary factor in making promotion, advancement, retention, and removal decisions • Provide evaluation results, including ratings on the 4-level rubric, to the State <ul style="list-style-type: none"> • Define the career ladders already in place (if any) • Optional: create new career ladders that link evaluation to professional development, promotion, advancement, and compensation • Optional: create differentiated compensation for effective or highly-effective teachers in critical subject areas or hard-to-staff schools • Create a teacher leader career path 		<ul style="list-style-type: none"> • Create improvement plans • Deliver professional development offerings that are aligned with improvement plans • Use evaluations as a primary factor in making promotion, advancement, retention, and removal decisions • Provide evaluation results, including ratings on the 4-level rubric, to the State
<p><i>Ensuring equitable distribution of effective teachers and principals:</i></p> <ul style="list-style-type: none"> • Increase the concentration of highly-effective teachers and leaders in high-need schools 	<p><i>Ensuring equitable distribution of effective teachers and principals:</i> <i>*Same as Race to the Top</i></p>	<p><i>Ensuring equitable distribution of effective teachers and principals:</i></p> <ul style="list-style-type: none"> • Participate in statewide recruitment campaign (use central website for applications)

<ul style="list-style-type: none"> • Nominate high-need schools that demonstrate commitment to improving teaching and learning environments to participate in equitable distribution fellowship program • Implement strategies to engage families and communities effectively • Participate in statewide recruitment campaign (use central website for applications) 		
<p><i>Improving the effectiveness of teacher and principal preparation programs:</i></p> <ul style="list-style-type: none"> • Target recruiting and hiring to the most effective preparation programs, as demonstrated by the effectiveness of the teachers/principals they prepare/certify • Provide input into feedback for preparation and certification programs 	<p><i>Improving the effectiveness of teacher and principal preparation programs:</i> <i>*Same as Race to the Top</i></p>	
<p><i>Providing effective support to teachers and leaders:</i></p> <ul style="list-style-type: none"> • Adopt a State-identified model or another coherent approach to professional development (as approved by the State) • Prioritize participation in high-impact professional development offerings 	<p><i>Providing effective support to teachers and leaders:</i> <i>*Same as Race to the Top</i></p>	<p><i>Providing effective support to teachers and leaders:</i></p> <ul style="list-style-type: none"> • Prioritize participation in high-impact professional development offerings that address needs identified in the State education evaluation, in accordance with development plans

<p>that address needs identified in the State education evaluation, in accordance with development plans</p> <ul style="list-style-type: none"> • Accelerate the development of instructional leaders (ensure novice principals and principals of high-need schools participate in intensive State instructional leadership training) • Distribute leadership in schools through the integrated use of school administration managers (SAM), time studies, and coaching (to ensure that school leaders spend more of their time on instructional leadership) 		
<p>Assurance Four: Turning around lowest-achieving schools <i>*Partnership Zones:</i></p> <ul style="list-style-type: none"> • Decide on a reform model, craft a plan, and negotiate for necessary flexibility with representatives of educator associations • Implement one of four school intervention models: <i>Turnaround, Restart, School Closure, or Transformation</i> • Carry out plan to achieve AYP within two years of operations as part of the Partnership Zone 	<p>Assurance Four: Turning around lowest-achieving schools <i>*Tier I, II, III</i></p> <ul style="list-style-type: none"> • Tier I and II schools must implement one of the 4 turnaround models in Race to the Top: <i>Turnaround, Restart, School Closure, or Transformation</i> • Tier III schools are <i>not required</i> to implement one of the 4 turnaround models, but preference will be given to those that do • Carry out plan to achieve AYP within two years of operations 	<p>Assurance Four: Turning around lowest-achieving schools</p> <ul style="list-style-type: none"> • Decide on a reform model, craft a plan, and negotiate for necessary flexibility with representatives of educator associations • Implement one of four school intervention models: <i>Turnaround, Restart, School Closure, or Transformation</i> • Carry out plan to achieve AYP within two years of operations

<ul style="list-style-type: none"> • Provide support to schools in the Partnership Zone • Integrate learnings from Partnership Zone Schools to build district capacity to improve performance of low-achieving schools 	<p>as part of the Partnership Zone</p> <ul style="list-style-type: none"> • Provide support to schools in the Partnership Zone • Integrate learnings from Partnership Zone Schools to build district capacity to improve performance of low-achieving schools 	
<p>Total funds: 107 million</p> <ul style="list-style-type: none"> • 50% goes directly to schools • 50% State discretion • Grants can be for up to five years 	<p>Total funds: 10 million</p> <ul style="list-style-type: none"> • Must go to LEAs serving 10 priority schools first, then remaining Title I schools under improvement • Minimum LEA award (\$50,000) • Maximum LEA award (\$2 million) • Grants can be for up to 3 years, but majority of funds must be spent in first year awarded (2010-2011 school year) 	
<p>Prepared by DSEA President Diane Donohue Feb. 2010 Diane.Donohue@dsea.org</p>		