

Georgia RACE to the TOP

LEA SCOPE OF WORK

“Georgia’s bold vision is to equip all Georgia students, through effective teachers and leaders and through creating the right conditions in Georgia’s schools and classrooms, with the knowledge and skills to empower them to 1) Graduate from high school; 2) Be successful in college and/or professional careers, and 3) Be competitive with their peers throughout the United States and the world.”

STANDARDS AND ASSESSMENTS

Section (B)(3) – Supporting the Transition to Enhanced Standards and High-Quality Assessments

To ensure that Georgia students graduate from high school college and career ready, the state will implement the Common Core Georgia Performance Standards and use a series of formative and benchmark assessments to build capacity and help educators improve their instruction.

The LEA agrees to implement the GaRT3 Standards and Assessments Plan. Specifically, the LEA will:

ACTION	TIMELINE	LEA PLAN
1) Implement the Georgia Performance Standards (GPS) faithfully until rollout of Common Core Georgia Performance Standards (CCGPS)	2010-12	
a) Use Georgia’s GPS-aligned frameworks in core academic subjects	2010-12	
b) Provide professional development to teachers on how to use GPS-aligned frameworks in core academic subjects	2011-12	Yes

Please insert LEA Plan for 1) b):
Action 1)b

[PROFESSIONAL LEARNING SPREADSHEET ATTACHED TO GRANT]

The mission of Pulaski County Middle School is to “provide quality educational experiences for all students that are meaningful, challenging, and engaging...” This mission can only be carried out by knowledgeable faculty. The teachers will demonstrate a deep knowledge of the content and a clear understanding of the curriculum which they will use to plan their instruction and to assess the mastery of the instruction. They will use the GPS-aligned frameworks to plan this instruction. This framework provides the teachers with inter-disciplinary instruction that has real-world connections.

The teachers received professional development on the GPS-aligned frameworks during the 2009-2010 school year from the Assistant Principal and the Math Coach. This was received in all core subject areas. The teachers met after school one day per week to vertically align the curriculum in their respective subjects. They also met during their common planning time during the day to horizontally plan their instruction. This professional development will continue during the 2010-2011 school year. The teachers are using the GPS-aligned frameworks to guide their instruction. They are fine tuning their instruction to sequence the curriculum to meet the restraint of time while using these frameworks.

The teachers will use exhibit standards-based classrooms while implementing these frameworks. They will use appropriate differentiation practices to engage the students in learning. The students will be assessed using formative and summative assessments to diagnose their knowledge and skills and the teachers will use these results to plan their instruction. The teachers will be evaluated on their knowledge and use of standards-based practices using the state’s qualitative teacher evaluation tool.

c) Track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the state’s qualitative (rubrics-based) teacher evaluation tool	2011-14	
2) Support the State in future rollout and implementation of CCGPS	2011-12	
a) Align professional development programs at the LEA to include professional development on the CCGPS and effective delivery of new standards	2011-12	Yes

Please insert LEA Plan for 2) a):
Action 2)a

As the state of Georgia moves into the use of the Common Core GPS, continued professional development will be needed in the core subject areas. The following positions will be necessary to substantially increase student achievement through the use of these standards:

- Full-time Math Instructional Coach - The math coach will help math teachers build their capacity to confidently and effectively provide standards based instruction to meet the needs of all students. The coach will study the course-level curricula and will model and monitor effective math CCGPS implementation.
- Full-time Literacy Coach – The literacy coach will help the teachers of reading, language arts, social studies and science to understand the CCGPS in all areas. He/she will also show these teachers the importance of literacy throughout the curriculum by helping form inter-disciplinary units that correlate to more than one subject area while using the CCGPS.

The teachers will receive professional development on the effective use of the CCGPS from the regional RESAs and from the State Department. They will also receive training while attending subject area conferences where they can network with other subject area teachers.

These coaches and the Assistant Principal will receive training from the State Department on the use of the CCGPS and on ways to effectively deliver these new standards and help the teachers understand them and incorporate them into their instruction.

b) Track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the state’s qualitative (rubrics-based) teacher evaluation tool	2011-14	
3) Commit to an assessment plan aligned to state standards, and use assessment results to inform curriculum, instruction and individual interventions.	2011-12	
a) Implement systematically the state’s system of formative and benchmark assessments	2011-12	
b) Put in place or maintain a system to track, analyze, and use assessment results	2011-14	
c) Collaborate with the state to provide professional development to teachers on how to use formative, benchmark and summative assessments data to modify instruction and to boost student learning	2011-14	

The State will:

ACTION	TIMELINE
1) Perform gap analysis to determine adjustments to current assessments necessary to test common core standards and prepare for implementation of the common core assessment.	2010-11
2) Re-evaluate, reorganize and improve existing resources on www.georgiastandards.org in preparation for the CCGPS to ensure that the frameworks, formative assessment items and core units needed by educators are in place and that educators and the public know about them.	2010-11
a) Engage existing Academic Advisory Committee comprised of subject experts and agency representatives in determining content for the website.	
b) Survey teachers to determine usefulness of resources and the extent to which teachers find the information accessible and useful.	
3) Ensure fidelity of standards implementation by supporting LEAs in delivering appropriate professional learning to teachers.	Ongoing
a) Provide teacher and administrator training and work collaboratively with Regional Educational Services Agencies (RESAs), local district and curriculum directors and instructional leaders to design and create training resources and materials.	

b) Deliver face-to-face standards training to all elementary school teachers in the state who teach core subjects: one for math and one for ELA	
i) Deliver one face-to-face standards training session to all middle and high school science and math teachers for their respective subject areas	
ii) Deliver similar standards training to new teachers	
iii) Develop a web-hosted video training system to augment face-to-face training	
iv) Deliver in-person assessment training to new and existing teachers by the end of 2014 that teachers need in order to be recertified	
c) Develop Professional Learning Units (PLUs) targeted at high quality delivery of standards and meaningful use of assessment data and utilize Georgia Public Broadcasting, Georgia Virtual School and other resources to promote access and delivery of standards and assessment professional development	
4) Create formative and benchmark assessment test items and toolkit to help educators in informing and improving classroom instruction with more actionable, real-time feedback on student performance. Items will be placed within the state's Online Assessment System (OAS).	
a) Form committees of Georgia educators to guide and review contractor work	2010-11
b) Thirty-two new benchmark assessment tests will be developed in the following subject and grade areas: i) Grades 3-8, Math, Science, ELA, Reading (24 total) ii) English, American History (2 total) iii) Biology, Physics, Physical Science (3 total) iv) Algebra I, II and III (3 total)	2010-12
5) Increase the global competitiveness and college and career readiness of Georgia students.	
a) Work with multi-state Assessment Consortium to develop formative and benchmark assessments aligned to the Common Core State Standards.	2010-14
b) Provide one free PSAT for all tenth graders to give students a practice opportunity for the SAT, allowing them to demonstrate their abilities in critical reading, math problem-solving and composition. These scores will then be used to identify students' strengths and weaknesses, as well as readiness for rigorous college-level work, including Advanced Placement (AP) and International Baccalaureate (IB) courses.	2010-14
c) Encourage proficiency-based learning for Georgia students to move on when ready	2010-14

i) Encourage the use of the Move on When Ready Act, which enables 11th and 12th grade students who have demonstrated readiness for college level work to leave their assigned high schools to attend a postsecondary institution full-time to complete high school graduation requirements while earning college credit.	Ongoing
ii) Develop a model policy for proficiency-based pathways for students to advance upon mastery of coursework instead of seat time	Ongoing
d) Reform high school accountability, replacing Georgia High School Graduation Tests with more rigorous End of Course Tests (EOCTs) and creating a college and career ready performance index that more comprehensively measures high school success	2010-12
e) Collaborate with Georgia Public Broadcasting (GPB) to raise awareness for standards and resources in support of standards.	2010-14
f) Collaborate with Georgia Virtual School (GAVS) to deliver PLUs on standards and use of data to teachers.	2010-14
g) Focus on Science, Technology, Engineering and Mathematics (STEM)	2010-14
i) Require that all elementary and middle schools make science their second AYP indicator to put an instructional focus on teaching and learning in foundational science. This policy change will be accompanied by appropriate professional development supports provided by the SEA to the LEA.	2011-12
ii) Partner with the Center for Education Integrating Science, Mathematics and Computing at the Georgia Institute for Technology to provide professional development for existing math and science teachers; to develop an instructional technology toolkit for administrators and teachers to support the effective use of technology within the science and math CCGPS frameworks; and to expand the current digital library of STEM resources and videos demonstrating best practices integrating classroom technology. Expand the Georgia Intern-Fellowships for Teachers (GIFT) Program which places STEM teachers in challenging summer internships in industry and university research labs.	2010-14
iii) Scale the existing Math + Science = Success public awareness campaign to influence student selection of challenging courses by positively altering their perceptions about science and mathematics, reinforce parental and guardian involvement to increase student interest in science and mathematics and encourage public support for science and mathematics teaching methodologies.	
iv) Develop new courses for mathematics and science endorsement for early childhood education teachers.	2010-14

v) Utilize the Georgia Virtual School to provide rigorous STEM courses, including Advanced Placement (AP), to students who are unable to access such courses in their home schools.	2010-14
vi) Publicize and promote Adjunct Teacher Alternative Routes to Certification which allow highly trained subject matter experts in the community to teach science and/or math courses part-time.	2011-14
vii) Develop a new Math4-Operations Research (mathematics for real life) course featuring real STEM examples.	2011-12

<p>DATA SYSTEMS TO IMPROVE INSTRUCTION <u>Section (C)(2) – Accessing and Using State Data</u> <u>Section (C)(3) – Using Data to Improve Instruction</u></p>
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The LEA agrees to implement the GaRT3 Data Systems to Improve Instruction Plan. Specifically, the LEA will:

ACTION	TIMELINE	LEA PLAN
1) Access and Use State Data (Section C(2) in GaRT3 Plan)		
a) Provide input throughout the process of developing user-friendly interfaces (front-end systems) that will allow LEAs (district and school administrators, teachers, parents and students) to access relevant district, school, teacher and student data (different reports/levels of access for each audience)	2011-14	
2) Increase acquisition, adoption, and use of local instructional improvement systems (Section C(3)(i) in GaRT3 Plan) – See Appendix A, incorporated herein by this reference, for definition of instructional improvement systems.	2011-14	
a) Ensure that any instructional improvement system in place is being fully utilized by teachers and administrators		
b) Consider using funds distributed by the SEA through the Race to the Top grant to purchase an instructional improvement system if the LEA does not already have one		

3) Provide effective professional development to teachers, principals and administrators on how to use these systems and the resulting data systems (Section C(3)(ii) in GaRT3 Plan).	2011-14	
a) Provide effective professional development to teachers and principals on the use of state- level data and local data (e.g., summative assessment data, formative and benchmark assessment data)		
b) Provide effective professional development to teachers and principals on the use of any instructional improvement system in place in the LEA (including any reporting tools or dashboards)		
4) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers (Section C(3)(iii) in GaRT3 Plan).	2011-14	
a) Provide data requested by the SEA to support the SEA’s efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies and approaches for educating different types of students and to help drive educational decisions and policies.		
i) Continue to collect and provide data to the SEA (as defined/agreed to by current data collections)		
ii) Provide new data to the SEA (as defined/agreed to through collaborative discussions between the State and participating LEAs)		

The State will:

ACTION	TIMELINE
1) Complete the core functionality of the P-20 Data System to be able to track student transition and inform and train LEAs and schools on any changes to data collection process with consideration for FERPA and other privacy concerns.	2010-14
2) Collect information from participating LEAs on data from and use of their instructional improvement systems to capture lessons learned/best demonstrated practices and share with other LEAs across the state.	2011-12
3) Develop Instructional Improvement Reports (IIR) for districts, schools and teachers.	2011-14
a) Determine needs of teachers, principals and superintendents through focus groups, interviews, and other means to develop reporting and dashboard requirements for IIR	

b) Revise data collection process to ensure appropriate data elements are captured and can be reported on near real-time basis	
4) Support participating LEAs and schools in using instructional improvement systems by providing effective professional development to teachers, principals and administrators on how to use these systems and resulting data to support continuous instructional improvement.	2011-12
a) Develop detailed plan with participating LEAs on targeted professional development to be made available to teachers on the use of data as part of district-based professional development.	
b) Change state certification requirements to include a Data Proficiency Assessment to ensure teachers are proficient in data use before they enter the classroom	
c) Develop formative assessment toolkit and make available to all teachers online through the OAS.	
d) Develop PLUs focused on data to modify instruction and change recertification requirements to require this PLU.	
e) Evaluate and modify support to teachers and principals through ongoing annual surveys.	
5) Develop the capability to track teacher and program performance and link that performance to students to assess educator effectiveness, with a focus on student growth.	2011-12
a) Collect and disseminate assessment data	
b) Capture and store performance metrics	
c) Capture value-added component	

GREAT TEACHERS AND LEADERS
<u>Section D(2) – Improving Teacher and Principal Effectiveness based on Performance</u> <u>Section D(3) – Ensuring Equitable Distribution of Effective Teachers and Principals</u> <u>Section D(5) – Providing Effective Support to Teachers and Principals</u>

The LEA agrees to implement the GaRT3 Great Teachers and Leaders Plan. Specifically, the LEA will:

ACTION	TIMELINE	LEA PLAN
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1) Work collaboratively with the State to finalize the components of the common evaluation system and implement the evaluation system in their schools when it is finalized.	2010-11	
2) Provide information for the statewide common evaluation system by:		
a) Collecting summative evaluation data on their teachers corresponding to the common, mutually agreed upon teacher evaluation tool	2011-12	
b) Collecting summative evaluation data on their principals corresponding to the common, mutually agreed upon principal evaluation tool	2011-12	
c) Submitting evaluation data for each teacher and principal in their system to the State	2011-12	
d) Agreeing to store teacher evaluation data in the Statewide Longitudinal Data System, and to use the data as a component in calculating the Teacher Effectiveness Measure	2011-12	
e) Agreeing to store principal evaluation data in the Statewide Longitudinal Data System, and to use the data as a component in calculating the Leader Effectiveness Measure	2011-12	
3) Support the statewide evaluation system by:		
a) Working with the State to establish clear approaches to measuring student growth and measure it for each individual student (Section D(2)(i) of GaRT3 Plan)	2010-12	
i) Sharing teacher and student academic data with a state-selected value-added model vendor who will run this data through a value-added growth model and calculate value-added scores for each teacher in “core” (tested) content areas	2011-14	
ii) Working with a state-selected vendor to finalize any teacher-student linkages that may be necessary to develop reliable value-added data	2011-12	
b) Designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in the GaRT3 Plan) as a significant factor, and are designed and developed with teacher and principal involvement (Section D(2)(ii) of the GaRT3 Plan)	2010-12	
i) Adopting state's common evaluation system in which the quantitative value-added component will constitute at least 50% of the overall TEM for teachers in “core” areas (tested subjects) and at least 50% of the overall LEM for all school leaders	2013-14	

<p>ii) Working collaboratively with the State to develop other quantitative measures of student engagement and achievement, and pilot these measures as potential predictors of teachers' performance, e.g.:</p> <p>(1) Student surveys (2) Parent surveys (3) Peer surveys</p>	2011-12	
<p>iii) Working collaboratively with the State to finalize other quantitative measures that will be included in the calculation of a Leader Effectiveness Measure (LEM), including at a minimum:</p> <p>(1) Student attendance (elementary, middle, high, and K12 schools); (2) Student graduation rates (high schools)</p>	2011-12	
4) Communicate the state's clear expectations for teachers and principals.		
<p>a) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools (Section D(2)(iii) of the GaRT3 Plan)</p>	2011-14	
<p>i) Conduct face-to-face annual evaluations of teachers and principals</p>	2011-14	
<p>ii) Share all data with teachers relevant to their summative annual evaluations (rubrics-based evaluation; value-added student academic growth data in those core content area where value-added data will be available; and any other quantitative measures that are being piloted)</p>	2011-14	
<p>iii) Share all data with principals relevant to the summative annual evaluation (rubrics-based evaluation; value-added student academic growth data across core content areas; and other quantitative measures such student attendance and student graduation rate)</p>	2011-14	
<p>iv) Work collaboratively with the State and other participating LEAs to develop a simple survey tool to be administered to all teachers and principals to assess how well the evaluation process is meeting core objectives (e.g., setting clear expectations; providing timely and constructive feedback; etc.)</p>	2011-12	
<p>v) Conduct this survey regularly (e.g., annually) and share results with the State</p>	2011-14	
<p>vi) Use survey results to modify the evaluation process within LEA, as needed</p>	2011-14	
<p>b) Provide effective, data-informed professional development, coaching and induction to teachers and principals that are, where appropriate, ongoing and job-embedded (Section D(5)(i) of the GaRT3 Plan)</p>	2011-14	

i) Develop clear professional development priorities at the LEA level to provide overall framework within which targeted professional development (PD) programs for teachers and principals can be delivered	2012-14	
ii) Align professional development (PD) programs at the LEA to include PD for teachers and principals on: GPS Standards (until CCGPS are released); on CCGPS (once released); effective delivery of new standards in the classroom; and use of formative, benchmark and summative assessments data to modify instruction and to boost student learning	2011-14	
iii) Ensure that induction programs offered by the LEA to teachers are in agreement with new state teacher induction guidelines (See Appendix B herein incorporated by this reference).	2011-14	
c) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (Section D(5)(ii) of the GaRT3 Plan)	2011-14	
i) Regularly evaluate professional development supports based on student results	2011-14	
ii) Discontinue supports that do not appear to improve student achievement	2011-14	
iii) Use evaluation data to recommend targeted professional development for teachers and monitor PD attended by educators.	2011-14	
5) Use annual evaluations, at a minimum, to inform talent management decisions regarding:		
a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development (Section D(2)(iv) of the GaRT3 Plan). LEA will:	2011-14	
i) Develop clear professional development priorities at the LEA level to provide overall framework within which targeted professional development (PD) programs for teachers and principals can be delivered	2011-12	
ii) LEA central office staff to work with principals to ensure that they have strong understanding of portfolio of PD options at the district level, and to ensure that they have the information on how to translate evaluation data into targeted PD recommendations for teachers	2011-12	
iii) LEA central office to work with teachers to ensure that they understand portfolio of PD options at the district level, and know what kind of PD they may need as they conduct self-reflection / self-evaluation	2011-12	
b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities (Section D(2)(iv) of the GaRT3 Plan). The LEA will implement the State's plan to:	2013-14	

i) Tie step increases for teachers to teachers' performance on the qualitative rubrics-based evaluation tool, which will have multiple rating categories (beyond a simple satisfactory / unsatisfactory rating). A threshold overall rating score will be established collaboratively by participating LEAs and State to qualify a teacher for a step increase	2013-14	
ii) Tie annual salary increases for principals to each principal's LEM. A threshold LEM will be established by participating LEAs and State to qualify a principal for an annual salary increase	2013-14	
iii) Award individual performance bonuses to teachers on the basis of TEM, and to school leaders on the basis of LEM	2013-14	
iv) Make additional individual bonuses available to core teachers in high-need schools if they reduce the student achievement gap (defined as the difference between performance of teacher's student group and State-developed benchmark / highest performing subgroup)	2011-14	
v) Work with the State to develop career ladder opportunities for teachers (e.g., at the master teacher and teacher leader level) that allow teachers to take on additional responsibilities for additional pay, while remaining in the classroom: (1) An example of a teacher leader's responsibilities might be "peer review" or participation in the teacher evaluation process as an evaluator. LEAs may choose to appoint peer reviewers to participate in their evaluation processes, but are not obligated to do so.	2010-2012	
vi) Under the new system, effective teachers as determined by threshold TEM values will have equal or greater earning potential as under the current salary schedule	2013-14	
vii) The new teacher compensation model will be an opt-in system. Current teachers who choose not to opt in will be grandfathered into their current salary structure	2013-14	
c) Whether to renew contracts to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures (Section D(2)(iv) of the GaRT3 Plan);	2013-14	
i) The LEA will base decisions to award employment contracts to teachers and principals on the effectiveness measures described in (3) above	2013-14	
d) Removing ineffective teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures (Section D(2)(iv) of the GaRT3 Plan)	2013-14	

e) Ensuring the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students (Section D(3)(i) of the GaRT3 Plan)	2013-14	
i) The LEA will develop a plan to use teacher and principal effectiveness data (TEM and LEM for teachers and principals, respectively) to make strategic placement and transfer decisions within the LEA, to ensure students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals	2013-14	
ii) The LEA may also utilize effectiveness measures that will become available on teacher and leader preparation programs (see (6) below) to guide and refine its recruiting and hiring practices, to target candidates from the most effective programs to its high-poverty and/or high-minority schools	2013-14	
iii) The LEA may consider compensation incentives to attract effective teachers to teach in high-poverty and/or high-minority schools (additional funds may be available from the State on a competitive application basis)	2011-14	
f) Increasing the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (Section D(3)(ii) of the GaRT3 Plan)	2011-2014	
i) The LEA will implement recruitment strategies to increase the pool of teachers available in the district in these subject areas	2011-2014	
ii) The LEA may consider compensation incentives to attract effective teachers to teach in hard-to-staff subjects, especially in high-poverty and/or high-minority schools (additional funds may be available from the State on a competitive application basis)	2011-2014	
6) Support the state's capacity to use TEM (LEM) to guide broader policy decisions.		
a) Share teacher and principal evaluation data (including linkages between teachers and students) with the State to allow for calculation of TEM and LEM. The TEM and LEM will in turn be a critical component of the Teacher Preparation Program Effectiveness Measure (TPPEM) and a Leader Preparation Program Effectiveness Measure (LPPEM), respectively	2011-14	
b) LEA may, but is not obligated to, use preparation program effectiveness measures when making recruiting and hiring decisions	2013-14	

7) LEAs that fall within metro Atlanta or one of the regional clusters established by the state commit to working with Teach for America (TFA) and The New Teacher Project (TNTP), two organizations committed to improving the pipeline of high quality teachers with an emphasis on saturating the lowest achieving schools.	2011-2014	
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The State will:

ACTION	TIMELINE
1) Work collaboratively with participating LEAs to finalize the components of a common statewide evaluation system that will allow the State to ensure consistency and comparability across districts by developing a single Teacher Effectiveness Measure (TEM) for each teacher and a single Leader Effectiveness Measure (LEM) for each school leader.	
a) Establish and validate the key elements of a rubrics-based evaluation tool needed for determining teacher and leader effectiveness.	2010-2012
b) Establish a clear approach for measuring student growth by developing a value-added growth model.	2010-2012
c) Develop other quantitative measures of student learning that are rigorous and comparable across classrooms.	2010-2012
2) Set clear expectations for teachers and principals in terms of performance and provide effective supports to help them meet performance requirements.	
a) Train three to five evaluators per school from participating LEAs to conduct evaluations and provide timely and actionable feedback.	2011-2012
b) Train one to two central office representatives per participating LEA so that central office staff can provide ongoing training to LEA evaluators.	2011-2012
c) Design annual survey for teachers to gain feedback on whether the new evaluation system is being implemented with fidelity.	2011-2012
d) Facilitate dissemination of best practices so that LEAs can learn from one another on how best to support teachers and principals to drive student achievement.	2011-2012

e) Work with LEAs to provide targeted professional development to teachers based on annual evaluations.	2011-2013
3) Change certification requirements so that teachers receive an induction certificate during their first three years in the classroom and must demonstrate a baseline TEM in order to receive a clear, renewable certificate.	2011-12
a) Ensure that beginning teachers receive the support they need to maximize effectiveness.	
4) Use TEM (LEM) to inform talent management decisions such as promotion, recertification, professional development supports, interventions, and differentiated compensation.	2011-12
5) Use TEM (LEM) to guide broader policy decisions: e.g., Georgia will publicly report and link student achievement data (as captured by TEM and LEM) to the programs where teachers and school leaders were credentialed.	2011-2013
6) Ensure the integrity of the State's student achievement data through annual audits of assessment answer documents.	2010-2014
7) Conduct ongoing research of evaluation tools and effectiveness measures and improve as necessary to ensure correlation between rubrics-based evaluation and student outcomes.	2011-14
8) Establish an Innovation Fund which will support competitive grants for Grow Your Own Teacher programs to address the particular staffing challenges of rural LEAs by enabling them to partner with local institutes of higher education to design their own individualized program models to meet their specific needs.	2010-14
9) Support the development of effective school leaders.	2010-2011
a) Provide targeted development through Summer Leadership Academies and by providing coaches and mentors to principals of low-achieving schools.	
b) Revise certification rules to allow for an alternative certification pathway for school principals, open to non-educators.	
10) State will develop a competitive grant fund for awarding signing bonuses for LEAs and schools to recruit highly effective teachers to move to high-needs schools in rural parts of Georgia.	2010-2011

11) Facilitate partnerships between participating LEAs and Teach for America (TFA) and The New Teacher Project (TNTP), two organizations committed to improving the pipeline of high quality teachers. Work with participating LEAs to formalize which LEAs will act as primary “sponsors” for TFA and TNTP.	2010-14
12) Formalizes partnerships with Education Management Organizations (EMOs) that will focus on managing schools identified as best matches for the restart model.	2010-2011

LOWEST-ACHIEVING SCHOOLS
<u>Section E(2) – Turning Around Lowest-Achieving Schools</u>

In addition to implementing the GaRT3 reforms in the other assurance areas, LEAs with schools that have been identified as “lowest-achieving schools,” agree to do the following:

ACTION	TIMELINE	LEA PLAN
1) Utilize incremental resources, made available to the LEA by the State through Race to The Top grant under the assurance of “Turning Around Lowest Achieving Schools”, for the purposes of:	2010-12	Yes

Please insert LEA Plan for 1) a-e): SIG School: Grant Plan Attached		
a) Targeted professional development for teachers and principals		
b) Credit recovery services		
c) Partnerships with local organizations to deliver innovative programs or courses		
d) Extended day /year opportunities for targeted student subgroups		
e) Additional teacher and principal financial incentives, as needed		
2) Agree to a rigorous review of existing resource allocations in the first year of the turnaround plan to ensure that existing resources are being deployed with maximum impact and to ensure financial sustainability of any new programs by the time the State’s bridge funding ceases (after four years)	2011-12	
a) Engage State-selected vendor or another approved vendor to conduct rigorous resource allocation analysis	2010-12	
b) Utilize analysis findings and recommendations to free up internal resources, over grant period of four years	2010-14	
3) Agree to a State-level intensive diagnostic that will be performed by a state team of “turnaround experts” (revised SOW will be required in February based on the diagnostic):	2010-11	Yes
Please insert LEA Plan for 3) a-d): Transformation Model – SIG School: SIG Plan attached		
a) State will recommend, with input from LEA, the most appropriate of four turnaround models specified in the GaRT3 Plan: a) turnaround, b) restart, c) school closure, or d) transformation model (see Appendix C, herein incorporated by this reference, for a detailed description of turnaround models)	2010-11	

b) Based on the review (to be conducted between November 2010 to February 2011), the SEA and LEA agree to one of the four turnaround models for each lowest-achieving school within the LEA, and develop a more detailed plan to implement this model. The specifics of this plan will be included in an updated. LEAs understand that failure to negotiate any term or condition necessary for implementation of the State plan will result in termination of the grant to the LEA.	2010-11	
c) The SEA is also including one feeder school per each lowest-achieving school in the turnaround effort. No additional funding will be provided for those feeder schools that are not already on the list of lowest-achieving schools, but LEAs commit to working collaboratively with the State to utilize existing resources to address feeder school issues.	2010-14	
d) To the extent that additional services and programs developed for lowest-achieving schools can be shared/extended to include the feeder schools mentioned above without detriment to the lowest-achieving schools, such efficiencies are highly encouraged	2011-14	
4) Maintain or place a high-performing principal at the helm of the low-performing school with autonomy over staffing and budgets (high-performing principals have a demonstrated record of improving student achievement in their schools).	2011-14	Yes
Please insert LEA Plan for 4): Transformation Model – SIG School: SIG Plan attached		
5) Implement a new rigorous evaluation system for teachers and principals that will include a qualitative, observation-based component and a significant quantitative student achievement-based component. (See Exhibit 1b for details)	2011-14	Yes
Please insert LEA Plan for 5): Transformation Model – SIG School: SIG Plan attached		

6) Work collaboratively with the State to agree upon which of the following programmatic initiatives will be implemented in LAS (Revised SOW plan will be required in February/March timeframe based on diagnostics).	2010-11	Yes
Please insert LEA Plan for 6): Transformation Model – SIG School: SIG Plan attached		
a) Pursue meaningful partnerships to advance applied learning opportunities, e.g.:	2010-14	
i) Internships for students with local businesses, non-profit groups, etc.		
ii) Partnerships with local universities (e.g., to develop new math and science courses)		
iii) Partnerships with national organizations (e.g., ROTC, science museums, informal education organizations, etc)		
b) Establish a minimum of 60 minutes per week of common planning time for teachers	2011-14	
i) Modify school schedules as needed to allow for common planning time for teachers, without reducing time devoted to student instruction		
ii) Focus common planning time on curriculum mapping, collaborative grading, and data-driven evaluations of student learning (e.g., using formative and summative assessment data to modify instruction and develop individual interventions)		
b) Optimize use of existing time for all students and modify school schedules as needed	2011-14	
c) Increase learning time for those students or student subgroups that need additional time:	2011-14	
i) Students subgroups in need of additional supports/time will be identified as part of initial LEA diagnostic		
ii) LEAs/schools have flexibility in how to expand time. Possibilities include:	2011-14	
(a) Before and after-school classes/activities		
(b) Saturday school		
(c) Summer school		
(d) “Twilight School”		
iii) LEAs/schools have flexibility in how to use expanded time and how to apply to subgroups of students. Possibilities include:	2011-14	

(a) Increasing amount of time devoted to teaching math, literacy, science, and other core subjects		
(b) Expanded learning blocks to allow teachers time to teach through hands-on, interactive projects		
(c) Integrated enrichment opportunities such as robotics, forensics, music, ceramics, video production, athletics		
(d) Time for activities such as internships		
(e) Individual and small group tutoring		
d) Commit to at least one full-time graduation coach that meets State-determined qualification criteria in each of the lowest-achieving schools (at the middle of high school level)	2011-14	
e) Commit to at least one full-time math coach per school in each school identified as “lowest-achieving”	2011-14	
i) Math coach is responsible for providing teachers at the school with consistent classroom observation and feedback on the quality and effectiveness of curriculum delivery and instructional practice		
ii) Also responsible for providing assistance with how to use data to inform and modify instructional practice		
12) Implement the Georgia Performance Standards (GPS) faithfully and use Georgia’s GPS-aligned frameworks in core academic subjects. Upon statewide adoption, implement the CCGPS faithfully and use aligned frameworks in core academic subjects.	On going	
13) Commit to an assessment plan aligned to state standards, and use assessment results to inform curriculum, instruction and individual interventions.	On going	
a) Schools implement systematically a system of formative and interim assessments		
b) Schools have a system in place to track, analyze, and use assessment results		

The State will:

ACTION	TIMELINE
1) Support LEAs through structural initiatives (turnaround model, teacher and leader reforms, etc).	2010-14

a) State team of turnaround experts to work collaboratively with participating LEA to conduct intensive diagnostic of each LAS to recommend one of four turnaround models outlined in GaRT3 Plan.	
b) Coordinate GaRT3 turnaround effort and School Improvement Grant effort to ensure alignment	
c) Assist participating LEA in implementing the full complement of GaRT3 reforms	
2) Support LEAs through targeted programmatic initiatives	2010-14
a) Provide appropriate supports for principals in LAS through targeted PD, Summer Leadership Academies, etc.	
b) Assist LEAs in providing appropriate supports for teachers in LAS	
c) Share best practices in targeted PD to encourage a classroom view of students, allowing teachers to place students into meaningful groupings and adjust instruction delivery.	
d) Provide targeted support to participating LEA for instructional improvement systems	
i) State will work collaboratively with LEAs to select appropriate vendor to provide tools to teachers in LAS that allow for individualized student profiles	
e) In collaboration with participating LEAs, State will determine which LEAs will be beneficiary of the three Performance Learning Centers (PLCs) in which State invests.	
3) Provide tool kits to participating LEAs on key strategic programmatic issues (e.g., best practices in implementing teacher and leader effectiveness reforms, and in conducting school and student segmentation, and developing “multiple pathway” strategies for students) to develop ongoing district capacity and support the development of a “portfolio” view of its schools and academic options for students.	2010-14
4) Participate in a new national Grade Level Reading Initiative led by the Annie E. Casey Foundation to determine reading strategies needed for ages 0-8 to get students reading on grade level by third grade and work collaboratively with LEAs to select 2-4 LEAs to participate in developing strategic initiatives appropriate for LAS feeder schools, including Pre-K programs, with a focus on grade level reading.	2010-2012
5) Introduce School Administration Managers (SAMs) in low-achieving schools so that principals may focus on role as instructional leader of the school.	2011-14

LEA APPROACH NARRATIVE

Vision: How will your LEA be different in 2014? What will be different for students? For teachers and administrators?

LEA: Funds provided through Race to the Top will allow Pulaski County School System to provide the same training and resources for our middle school that have been provided through Title I School Improvement grants to our elementary school and by the School Improvement Grant 1003g to our high school. The consistent emphasis on standards based, data driven instruction in K-12 will have the effect of significantly improving student achievement. All schools will make AYP. Site-based decision making will occur in each school. All stakeholders will have a voice in the decisions which will be based on multiple data: student achievement, student/staff attendance, discipline records, teacher/leader evaluations, and stakeholder perception. All students will graduate from high school prepared for college or career.

Students: Because staff expectations for students will be higher, students will expect more of themselves. Students will become excited about learning new concepts and learn to make wise educational decisions. All students' needs will be met through standards based instruction, differentiation based on data analysis, and prescriptive assessment, resulting in a narrowed gap in achievement between white and nonwhite students and between economically disadvantaged and non-economically disadvantaged students.

Teachers and Administrators: Administrators and staff members will realize that a stronger understanding and implementation of performance-based classrooms and a substantial increase in differentiation of instruction will have a significant impact on improving student achievement in all subgroups. Assessment driven instruction will be the rule in the classrooms. Teachers will meet the needs of individual students through the use of formative assessments to identify needs. A new evaluation system will be implemented for administrators and staff, which will support and reward staff members who are increasing student achievement.

Capacity to implement and sustain plans: What capacity (especially in terms of skills and capabilities) does the plan require at the LEA and school level? How will you build that capacity? How will you sustain your plans after 2014?

Through the GaDOE and GLISI professional leadership training the LEA will build its leadership capacity to positively impact school improvement.

At the school level we will have effective instruction by a knowledgeable faculty that results in documented student learning. The heart of the school, the classroom, will be transformed. All teachers will demonstrate a deep knowledge of the content and a clear understanding of the curriculum, which they use to plan both instruction and assessment of mastery. They will use the CCGPS framework to plan instruction which includes interdisciplinary instruction with real-world connections. All teachers will use research-based strategies and take advantage of available technology and will have high expectations of all students, engaging them in higher order thinking. They will use appropriate differentiation and flexible grouping practices to engage every student in learning and will provide effective feedback to students to help them assess their own learning. Assessment of student learning will be used to diagnose knowledge and skills at the beginning of a course or unit in order to plan appropriate instruction and differentiation; to guide and monitor student learning during instruction; and to evaluate student learning at the end of a course or unit. The teachers will exhibit professionalism within the classroom and among peers, students, and parents, actively supporting the school's improvement plan and taking responsibility for professional development and providing an appropriate learning environment for all students.

Through this process we will implement a new evaluation system for administrators and staff, support and reward staff who are increasing student achievement combined with growing professionally, and further implement an instructional model based on student needs. Our goal is to provide job-embedded professional development in order to build capacity and sustainability.

The intense professional learning received during the grant period will build a foundation for capacity and enable staff members to gradually assume some of the responsibilities of these new positions, therefore sustaining the process. The combination of these strategic approaches will become routine and consistent. Staff members will routinely work with students on their individual needs, making the classroom environment more conducive to learning and productive.

(cont'd on next page)

Professional learning funds will be garnered through other state and federal funding to continue training that will link to the intervention strategies and annual goals for student achievement. We will sustain this transformation for Pulaski County Middle School by continuing our on-site professional learning related to standards based instruction, effective instructional strategies, use of assessments to drive instruction

Professional learning funds will be garnered through other state and federal funding to continue training that will link to the intervention strategies and annual goals for student achievement. We will sustain this transformation for Pulaski County Middle School by continuing our on-site professional learning related to standards based instruction, effective instructional strategies, use of assessments to drive instruction, improve practice of differentiated instruction, and continue to improve academic and behavioral practices that lead to improved outcomes for all students. We will take advantage of the professional learning offered by the SEA and Heart of Georgia RESA for our data and school leadership teams, instructional coaches and API, Transition Specialist, and teacher leaders. We will also take advantage of the SEA and Heart of Georgia RESA provided training for our teachers in content specific areas (especially in mathematics) and the active literacy training to enhance all areas of the curriculum.

Success factors and possible risks: What systems, people and processes will you deploy to ensure your plan's success? How will you influence the performance of key personnel and hold them accountable? How will you engage stakeholders? What are possible risks and how will you mitigate them?

Because the entire answer could not be recorded here, it will be sent as a separate document entitled, "Success factors and possible risks."

Provide performance measure goals for the following:

Performance Measures					
	Actual Data: Baseline*	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
Graduation Rate (%)	80.6%	85.6%	91.6%	97.6%	100%
Dropout Rate (%)					
Average ACT Score: 22 of 36 Maximum (%)					
Average SAT Score: 1550 of 2400 Maximum (%)					
Students Scoring 3 or Higher on AP Exams (%)					
Students Completing Postsecondary Accelerated Options and/or AP and IB Courses that Offer the Potential of High School and College Credit (%)					
Graduated Students Earning High School Credit for Two or More Years of One World Language (%)					
CTAE Pathway Completers Earning a CTAE Industry-Recognized Credential (%)					
Students Completing Three or More Designated CTAE Pathway Courses (%)					
Students Receiving at least a Gold level on the Georgia Work Ready Assessment (%)					
Students Scoring at Meets or Exceeds on all EOCTs (%)					
Students Scoring at Meets or Exceeds on all CRCTs (%)					
* Current school year or most recent data					

Required Signatures:

LEA Superintendent (or equivalent authorized signatory):

Signature/Date

Print Name/Title

Chair of Local School Board (or equivalent authorized signatory):

Signature/Date

Print Name/Title

Authorized State Official:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

Appendix A
Definitions
(From RT3 Notice, pages 8-10)

Instructional improvement systems means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (e.g., through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Formative assessment means assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.

Interim assessment means an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (e.g., by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels.

Rapid-time, in reference to reporting and availability of locally-collected school- and LEA-level data, means that data are available quickly enough to inform current lessons, instruction, and related supports.

Appendix B
Teacher Induction Program Preliminary Guidelines

Operational Definition: Teacher induction programs are programs that provide comprehensive, aligned, and sustained training and support for new and veteran educators that support the growth and professional development of educators new to the profession or organization so that their work results in increased student achievement.

Four Pillars of Induction Programs: Teachers new to the profession or organization experience three concurrent learning curves that could impact their ability to drive student achievement. These learning curves are associated with learning the culture, pedagogy, strategic initiatives and operations of the profession/organization.

I. Culture:

- Learning the organizations norms, beliefs, values
- Learning the vision and mission of the organization
- Learning the cultural underpinnings of the community stakeholders (parents, community organizations, etc)

II. Pedagogy:

- Learning and executing on the most foundational elements/teachers actions required to ensure student achievement (these should be taken from the TES rubric) – e.g. Long-term planning, assessments, vision for student achievement/ student achievement goals/targets, etc

III. Content/Strategic Initiatives:

- Aligning new hires to the strategic priorities of the state/district/school (i.e. literacy programs, reform models, etc).
- curriculum, assessment, standards, pacing guides, etc

IV. Operations:

- How things work in an organization (hiring paperwork, technology, resource allocation/requests, educational programs, teacher evaluation, leadership and career mapping, etc).

Division of Responsibility: The **State** will provide a framework for teacher induction that outlines standards around the four pillars of teacher induction – culture, pedagogy, strategic initiatives and operations. The **LEA** will be responsible for constructing/executing a teacher induction program that is aligned to the State’s framework and standards for effective teacher induction programs. The **School** will be responsible for

constructing/executing a school specific teacher induction program that is aligned to the State’s framework and standards for effective teacher induction programs.

Additional Considerations – Effective Induction Programs need to: (a) Differentiate for novice and veteran; (b) accommodate varying levels of teacher effectiveness; and (c) recognize school environment (high-need, high-poverty, high-minority, etc.).

Appendix C
Turnaround Models (from RTTT Notice, page 72)

Section X. SCHOOL INTERVENTION MODELS

There are four school intervention models referred to in Selection Criterion (E)(2): turnaround model, restart model, school closure, or transformation model. Each is described below.

- (a) Turnaround model.** (1) A turnaround model is one in which an LEA must--
- (i) Replace the principal and grant the principal sufficient operational flexibility (including in 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;
 - (ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
 - (iii) 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 turnaround school;
 - (iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
 - (vi) Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards;

- (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as—
- (i) Any of the required and permissible activities under the transformation model; or
 - (ii) A new school model (e.g., themed, dual language academy).

(b) Restart model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model. A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this 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;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is

aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

- (E) 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 a transformation school.
- (ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

- (i) Required activities. The LEA must--
 - (A) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- (ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--
 - (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - (B) Implementing a school wide "response-to-intervention" model;
 - (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
 - (E) In secondary schools--
 - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

- (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
- (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

- (A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- (B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

- (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

- (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- (A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented provided that the State-level turnaround analysis supports it.