



# Baker Middle School

FY14 1003(g) School Improvement Grant  
Louisiana Department of Education

Baker Middle School  
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# Applicant Contact Information

## Louisiana Department of Education FY14 1003(g) School Improvement Grant LEA Application Narrative

<b>Official Name of LEA (Agency/Organization)</b>	City of Baker School System
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### A. SCHOOL TO BE SERVED: Provide information about the school to be served with a School Improvement Grant.

Official Name of School	Site Code (6 digits)	NCES ID (12 digits)	Priority or Focus School	Intervention Model*	Amount Requested
Baker Middle School	068003	220004000343	Focus	Transformation	\$604,697

#### School Profile

Rurality (Rural, Suburban, Urban)	% Free/Reduced Lunch or % Educationally Disadvantaged	Current SY14-15 Enrollment	Anticipated Enrollment*				
			SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
Suburban	87%	259	266	266	272	272	278

**Has the LEA been awarded a SIG grant prior to SY14-15?**

Yes

No

If the LEA was awarded a SIG grant prior to SY14-15, state the intervention model(s) implemented and describe the impact of the grant in terms of meeting performance goals. Support findings with data.

Optional: Additional contact information or information about the school to be served:

*Baker Middle School* currently serves a population of 259 students, which is a 37% decrease over the 2013-2014 enrollment of 405 students. Some of this decrease may be attributed to the addition of charter schools in close proximity to the school and the creation of a dedicated magnet school within the school system. In 2013-2014, 87% of the students who attended received free and reduced lunch prices. Since 2014, the City of Baker School System (CBSS) has participated in the Community Eligibility Provision of the Healthy, Hunger-Free Kids Act of 2010, so that all students eat at no cost to their families. 14% of the student population receives some form of Special Education services, which exceeds the state average.

Over the past five years, several reform efforts have been made to improve the performance of students. However, the turnover rate of school leaders and teachers have negatively impacted student achievement.

Under the leadership of a new school Superintendent, who is a seasoned educator with a track record for increasing student achievement in the most challenging environments, the CBSS is prepared to thoughtfully implement research-based strategies to develop the capacity of school leaders and teachers so that they will provide aligned, engaging and rigorous instruction that improves student achievement on all measures of academic progress. To that end, the school is governed by a district-imposed and Board approved Recovery Plan, which outlines strategic action to improve student achievement.

## SECTION 1: SCHOOL NEEDS

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### 1) Needs Assessment

Data-collection activities to support the needs analysis were completed between July 30 and August 31, 2015. District-level personnel, school-based administrators, teachers, and parents provided support during this process. Data and information was collected in the following ways:

- **Extant Data**  
The Supervisors of Assessment and Human Resources in cooperation with the Coordinator of Assessment provided information and data about the district's schools and students. CBSS leadership reviewed and analyzed student performance data, student achievement data, and teacher evaluation data.
- **Survey Data**  
One survey was administered to parents in May 2015 as part of an annual requirement from the Office of Federal Programs. The response rate at BMS was 5%.
- **Focus Groups/Interviews**  
Immediately after being hired in the district, the Superintendent and Assistant Superintendent met separately with all district-level personnel and every Principal. During these meetings, interviewees shared their input regarding a gamut of factors that impact student achievement: school leadership, teacher capacity in content and/or pedagogy, quality and/or availability of instructional materials and resources, students' prior knowledge and engagement, and/or family/caregiver engagement. These discussions uncovered district-level and specific school site recommendations.

In addition, CBSS held its annual Back-to-School Convocation on August 6, 2015. Approximately 98% of all CBSS employees attended. Attendees participated in small group discussions of the district using a SWOT instrument to determine their perceptions of the strengths, weaknesses, opportunities, and threats to the school system and their particular school site (if applicable). An external auditor compiled the results and presented them to CBSS leadership.

Furthermore, the Superintendent hosted a Town Hall meeting on August 26, 2015. Approximately 100 members of the community attended. In small groups, attendees shared their concerns about the school system, ideas for the system, and potential roles for themselves in the success of the system.

CBSS leaders have analyzed the needs of Baker Middle School (BMS) using these various sets of data, including state accountability results, standardized testing results, student attendance data, results from teacher evaluations, and other qualitative sources as above described.

Utmost of all concerns is the declining school performance. In 2014, the Louisiana Department of Education assigned the school a grade of "F," as the school earned a performance score of 48. This score represents a decrease of six points from the previous school year when the school had earned a letter grade of "D."

This declining letter grade results from the lackluster performance of BMS students on state standardized assessments. In 2015, 88% of all eighth grade students who took the LEAP in science and social studies scored at the level of either Approaching Basic or Unsatisfactory. Similar results were found in the performance of sixth and seventh graders on the Integrated Louisiana Educational Assessment Program (iLEAP). 82% of sixth graders scored either Approaching Basic or Unsatisfactory in social studies and 77% scored either Approaching Basic or Unsatisfactory in science. Among seventh graders, 67% scored either Approaching Basic or Unsatisfactory in social studies, and 80% scored either Approaching Basic or Unsatisfactory in science. No students scored advanced in either area.

In the 2013-2014 school year, the most current data available, only 36% of all students who attended Baker Middle were on or above grade level, which was a decline from the 2012-2013 school year. Specifically, on iLEAP, 64% of sixth graders and 58% of seventh graders scored either Approaching Basic or Unsatisfactory in English Language Arts. On the Louisiana Educational Assessment Program (LEAP), 50% of all eighth graders scored either Approaching Basic or Unsatisfactory in English Language Arts. The weakest performance is in the area of Reading and Responding, with 45% and 46% being the average percent correct among sixth and seventh graders, respectively. Further, there is not much difference in the average percent correct as it relates to item type. In fact, there is a 1% difference in score between multiple choice and constructed response items among both sixth and seventh graders.

Similarly, in mathematics during 2013-2014, 71% of sixth graders and 60% of seventh graders scored either Approaching Basic or Unsatisfactory. On LEAP, 50% of eighth graders scored Approaching Basic or Unsatisfactory in ELA and 61% scored the same in mathematics.

Also, for the 2013-2014 school year, the school lagged behind the state in regards to the percentage of students who were below grade level, but who exceeded expectations that year. In ELA, 53% of BMS students exceeded expectations, 3% below the 56% of students statewide. In math, only 40% of students exceeded expectations as compared to 53% of students statewide.

In addition, the average daily rate of student attendance may have adversely affect student achievement. According to data generated by the Java Principals' and Administrators' Management System (JPAMS), the average daily attendance rate was 87.53% during the 2013-2014 school year. This rate increased minimally in 2014-2015 to 88.19%.

Further, BMS has an 87% poverty rate. This rate is based on the 2013-2014 percentage of students approved for free/reduced meal prices. (Since 2014, the CBSS has participated in the Community Eligibility Provision of the Healthy, Hunger-Free Kids Act of 2010). Not surprisingly, the underperformance of students and mediocre attendance rate are among the student-centered characteristics of high-poverty schools.

BMS exhibits many of the other challenges attributed to chronically low-performing and high-poverty schools. In addition to academic underachievement (Bartz & Evans, 1991; Cotton, 1991; Kretovics, Farber, & Armaline, 1991; National Center for Education Statistics, 2003; Ornstein, 1991; Stephen, Varble, & Tait, 1993) and the low attendance rate (Bartz & Evans, 1991; Clotfelter, Ladd, Vigdor, & Wheeler, 2007; Cotton, 1991; Domanico, 1994; Elliott, Jackson, & Alvarez, 1993; Grossman, 1995; Kozleski, Sands, & French, 1993; Kretovics, Farber, & Armaline, 1991; Stephen, Varble, & Tait, 1993), BMS struggles with challenges that may be attributed to the district. For example, BMS has experienced a high turnover rate among administrators, having had three different Principals within the past three years. Two of those Principals were return-to-work retirees whose key focus was to bring stability to the school.

However, based on the persistent lack of improvement in student achievement, additional strategies should have been in place to support students and faculty, for despite the dismal student performance, the 2014-2015 Compass Evaluation results show that 70% of the teachers received a rating of "Effective Proficient" and 30% were deemed "Effective Emerging." No teacher received a rating of "Ineffective." Thus, the data resoundingly indicates a need for effective school leadership and improved teacher quality that results in high student achievement.

A majority of BMS teachers demonstrated a persistent weakness in Questioning and Discussion Techniques and Student Engagement, which directly correlates the low level of student learning at BMS.

Further, CBSS district leadership concedes that, like other low-performing, high-poverty schools, BMS continues to offer curricula and pedagogy that may be criticized for their lack of relevance to the lives of the students (Anyon, 1980; Delpit, 2003; Stephen, Varble, & Tait, 1993), which may contribute to the student outcomes we currently receive.

Moreover, BMS struggles to build active home-school relationships (Acker-Hocevar & Touchton, 2001; Menacker, Hurwitz, & Weldon, 1988). An annual attempt to get feedback from parents and families through a Title I Survey yielded a 5% return rate in May 2015. Of those parents who participated, only 29% reported having participated in school-wide planning meetings, and none expressed a desire to participate in any in the future. Yet, between 61% and 76% of those parents reported the school does a good job in teaching their child well. This dichotomy is symptomatic of the gap between school and home and the gap between perceived teacher performance and actual student outcomes.

The leadership at CBSS and BMS have analyzed these results and offer these findings:

1. The persistent recurrence of BMS students not attaining proficiency across all content standards is indicative of an issue that exceeds students' lack of specific content mastery.

Students enter BMS with deficit skills in core areas that must be re-taught and then students must be accelerated to be at least on-level. In order for this cycle of skill deficit identification, remediation, additional instruction, progress monitoring, re-teaching, and reassessment to take place, the CBSS must increase student instructional time on task and invest in resources that make this an efficient classroom-level process since a personalized learning environment is essential for students' academic growth.

2. Teacher capacity must be strengthened in content and pedagogy to address the multifarious needs of students.

Professional Learning Communities (PLCs), professional development and ongoing support in creating standards-aligned lessons and assessments that are relevant, rigorous, engaging, and effective is critical. To help monitor the implementation of this specific job-embedded professional development, a strong evaluation and support system must be in place in order to continue support to teachers and differentiate it based on their identified needs, which actions align to the Compass School Leader Evaluation Performance Rubric Domain II: School Culture.

Not only that, but teachers must also be part of an instructional schedule that allows for personalized learning opportunities for students in which either remediation or acceleration can take place according to each student's need.

3. School leadership must be enabled to focus on positively impacting the factors that influence instruction to create an environment that addresses the instructional needs of students and to create a school culture of learning for all.

Instructional systems must be put into place and school leaders should be informed in the use of these systems to be able to monitor the implementation of them. The school leader must be empowered to make decisions related to those factors that influence the quality of instruction such as: hiring, funding, and instructional resources. School leaders will use the Louisiana Principals Teaching and Learning Guidebook: A Path to High quality Instruction in Every Classroom to facilitate effective leadership practices.

4. We must strengthen home-school relationships, empowering parents/caregivers with meaningful opportunities to be engaged in the learning environment.

In order for schools to be successful, support for learning must be available to students when they are outside of the formal school environment. To gain that support, those who care for students in the home environment should have frequent opportunities to know what students are learning in school and how to support the learning at home. A positive home-school relationship should result in increased student attendance rates as well.

Targeting these four areas of need is critical to improving student achievement at BMS.

## 2)

The needs at BMS are in the areas of student achievement, teacher capacity, school leadership development, and home-school relations.

- Student Achievement

The majority of students who attend BMS enter with deficit skills in reading and math as evidenced by student test results on iLEAP and LEAP for the past two school years.

- Teacher Capacity

Quality and purposeful student learning stems from quality and purposeful teaching. In order for students to get effective instruction, BMS teachers need explicit professional development, based on outcomes from Compass, in addition to student achievement data reports, in the area of pedagogy, with an emphasis on engaged, intellectually active, student learning and literacy. Further, the consistent lack of student mastery across all content areas demonstrates the need to focus on reading and writing skills.

- Leadership Development

School leadership must be prepared and enabled to affect the factors that influence instruction, such as: the structure of the school day to increase student time on task, instructional practice and supervision to ensure effective instruction is occurring in every classroom every day, and the use of resources.

- Home-School Relations

The academic and behavioral benefits of positive home-school relationships are well documented. However, this component of student success is severely lacking at BMS.

While examining the needs at BMS, CBSS leaders selected the Transformation Model as its intervention model because of its focus on school leadership and its treatment of teachers and principals in increasing their effectiveness.

### Theory of Action for Change

The CBSS theory of action is grounded in implementing the Transformation intervention model. This model allows for comprehensive change to school leadership and capacity-building for both principals and teachers. It is our belief that in consideration of the high turnover rate in BMS leadership and the resulting negative effects on all of the factors that impact instruction, BMS leadership must be re-designed/re-visioned to create an environment that is conducive to student learning.

Through the implementation of the transformation model, the CBSS will implement a digital- and standards-based Aligned Instructional System, in essence, creating a one-to-one digital environment for students and teachers that is embedded into instruction. This environment will be characterized by a school culture of collaboration, and implementation of the metaphor of student-as-worker/teacher-as-coach, among other principles characteristic of the Coalition of Essential Schools [\(See Appendix A\)](#).

This Aligned Instructional System will clearly articulate how BMS will implement a digital- and standards-based instructional process through an aligned system of:

- The Common Core State Standards, which define what students are expected to know and be able to do

- Instructional Strategies, which describe the way in which the curriculum is presented, focused on the needs of students
- Tiered Interventions, which provide small grouping and/or individual additional instruction to students based on their performance at any given point during instruction
- Assessment and Data, which is designed to provide teachers with the information necessary to personalize instruction for all students using both formative and summative assessments of students' understanding
- Professional Development, which will focus on unpacking the standards, providing instruction that is aligned to the standards, and the use of strategies that embed technology at the transformation level of the SAMR model to foster students' thinking at the upper levels of Bloom's Taxonomy and level four of Webb's Depth of Knowledge

To increase the likelihood of school-wide improvement, the school Principal will ensure that all resources align to the aligned Instructional System. District leadership will support the Aligned Instructional System. Moreover, using the best change management techniques, district leadership and school leadership will build a new culture that embraces this theory of action.

### Theory of Action

Objectives	Strategies	Evidence of Improvement
Develop and implement targeted computer-based Tier II and tier III interventions for identified students	If we do the following. . . Implement a blended instructional model utilizing SuccessMaker by Pearson to identify and target the skill deficiencies of individual students for reading and math	. . .then we can expect the following impact on student achievement Personalized learning environment that results in 90% of the target group attaining 90% mastery and reaching at least two years' gain in reading and math by the end of each school year
Provide standards-aligned, relevant, rigorous, and engaging instruction in a digital environment	Partner with the Institute for Learning at the University of Pittsburgh for professional learning and coaching for teachers in the areas of unpacking the standards, unit development, and Understanding by Design	Improved teacher performance on Compass Evaluation rubric in the areas of Student Engagement and Questioning/Discussion from average of "2" to "4" by 90% of teachers
	Partner with the One-to-One Institute to develop a one-to-one fully digital learning environment	100% of BMS teachers will effectively integrate the use of technology in daily instruction
Create a culture of learning for all	Partner with the Using Minds Well Collaborative to implement principles resulting in a collaborative learning environment	Teachers' use of desired cultural practices (i.e., depth over coverage, focus on understanding, personalized learning, learner-centered instruction) will provide instructional consistency among content areas and expectations for students
Strengthen home-school relations	Partner with the One-to One Institute to develop a parent component for instruction	Increased daily attendance rate from 88% to 92%  Increased parent participation in academic activities

SIG funds will be used to support the implementation of selected strategies, i.e., professional development provided by the Institute for Learning, One-to-One, and Using Minds Well (See Appendices B and C).

### 3) Family and Community Input

Feedback from BMS family members and the greater community has been gained through multiple venues, including the annual convocation event, the Superintendent's Town Hall, and the federal programs survey. Three recurring themes resounded throughout those events: (1) more parent engagement is needed to support students' ability to learn, (2) parents desire support to enable them to assist their children academically, and (3) parents desire more frequent communication between home and school. Further, parents and community members expressed a desire for the increased use of technology in the classroom.

Considering this input, the intervention model and related strategies are designed to meet those needs. The one-to-one device implementation will allow parents to see at home what their children are learning in the classroom, and programs such as SuccessMaker will provide home instruction so that parents can refine their skills as their children are building theirs. Moreover, the access to technology will allow the school to communicate more effectively with parents through the use of JCampus, which the CBSS uses already to inform parents of their child's homework, grades and attendance.

## SECTION 2: INTERVENTION DESIGN

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**4) SIG Requirements.** Describe the actions that the LEA has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, **transformation model**, evidence-based whole school reform model, early learning model, or state-determined model.

The CBSS has begun to implement the components of the Transformation Model already.

Requirement	CBSS Action
<i>Replace the principal who led the school prior to commencement of the transformation model;</i>	<p>The BMS Principal was replaced in July 2015.</p> <p>In addition to replacing the Principal, CBSS leaders also replaced the Assistant Principal and Guidance Counselor.</p> <p>The leadership has been restructured with the addition of a Dean of Students.</p>
<i>Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement</i>	<p>The Compass Evaluation System will be used with fidelity, which is designed to provide all educators with regular, meaningful feedback on their performance. This system promotes a cycle of continuous improvement by providing aligned resources that guide educators throughout the year.</p> <p>Under this system, every teacher and school leader is evaluated annually using a four-tiered rating – Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. Half of the evaluation is based on achievement of student learning targets and half of the evaluation is based on observations by their supervisor using the appropriate Compass rubric.</p>

	In addition to the formal evaluation system, weekly school Compass-aligned walkthroughs and monthly data reviews with district staff will provide teachers and school leaders with the opportunity for feedback, student data analysis, reflection, and coaching.
<i>Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation 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</i>	An intensive action plan, the "Recovery Plan", has been written and approved by the CBSS School Board for BMS in July 2015. As part of this plan, a reward system for teachers and staff is in place already. If 60% or higher of BMS students achieve proficiency on PARCC, the teachers and staff will be awarded \$1,000.00 each. The school system has committed \$25,000 to this reward.
<i>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 school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.</i>	The financial incentive described above is unique to BMS. Therefore, it serves also as an incentive to recruit teachers to BMS.

If implementing either the turnaround or transformation model, describe how Increased Learning Time will be provided for:

- a) Core academic subjects (including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);
- b) Other subjects and enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and,
- c) Teachers to collaborate, plan and engage in professional development within and across grades and subjects.

The school day has been restructured from the traditional eight-period day to the A/B modified block in which students are in each class for 90 minutes. Learning is personalized with tiered supports. Those students who demonstrate deficit skills are placed in Tier II or Tier III interventions during the school day through an additional instructional block with computer-based learning supports, SuccessMaker by Pearson.

The master schedule has been designed such that teachers have been placed on Interdisciplinary Team. These teams meet daily to disaggregate student achievement data on formal and informal assessments, and to focus on implementing instructional strategies and interventions.

Describe the services the school will receive and/or what activities the school will implement using SIG funds.

Using SIG funds, the BMS will implement:

- Professional development for teachers on Understanding by Design, unpacking the standards, developing effective units and daily lessons that are standards-aligned, and creating authentic assessments to increase the rigor and relevance of classroom instruction. In creating these units/lessons, which will serve as models of effective instruction, teachers will develop a repository of units/lessons that will be vetted by a Curriculum and Instruction leadership team, consisting of district-level leadership and teacher leaders, and made available to all CBSS teachers.
- Professional development for school leaders and all staff on creating a school culture that fosters and celebrates meaningful learning for all.
- One-to-One digital environment, which includes professional development for teachers and devices for both teachers and students.

**5) Evidence-Based Strategies.** Describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

The One-to-One digital initiative is an evidence-based strategy to increase student achievement. Researchers have found that the use of technology, among other benefits: provides individualized learning (Koedinger, 1997); improves the quality of student work (Gulek, 2005); improves students' attitudes towards learning (Morgan, 2002); and acts as a catalyst for change in teachers' approach to delivering instruction and students' reception of it (Erdamer, 2008; Lowther, 2007).

The CBSS has identified BMS as a Vanguard School, which is a school that has demonstrated high academic need in addition to the instructional and leadership readiness to shift learning with a digital-platformed curriculum, implementation of professional development, and technology deployment.

#### **Expectations of Vanguard Schools:**

1. Each school's administration must agree to provide a presentation to staff and community regarding the Vanguard School process and expectations. CBSS will provide a presentation in a scripted format to support a systemic message.
2. Each school staff and administration will commit to work with the implementation team to produce an outcome of transformational practices.
3. Each school will continually evaluate student growth.
4. Each school will create a school implementation plan aligned with the City of Baker School System's Digital Learning Plan vision with measurable goals.
5. Each school will hold monthly meetings with the Vanguard team and designated digital learning team members to discuss progress and next steps.
6. Each school will have representation at all district Vanguard professional development opportunities.
7. Each school will redesign all school-based professional development opportunities to support digital learning and the essential digital curriculum through PLCs, Principal Led Professional Development Days, and Faculty Meetings.
8. Each school will collect, analyze, and share data as related to school vision and focus of school implementation plan.
9. Each school will identify at least one staff member who will support deployment and continue to provide technical troubleshooting.
10. Each school's staff members will document their Vanguard process with photo/video documentation and share the Vanguard story (social media, newsletters, with peers, in the community, etc.).

11. Each school will host site visits to showcase their student growth with integrated technology.
12. Each principal will conduct informal walkthroughs, giving teachers feedback on lessons through the lens of the essential digital curriculum.
13. Each school will have at least one grade level teacher from each grade participate in curriculum embedded professional development during the 2015-2016 school year.
14. Each school will provide a team of teachers and administrators for the CBSS Summer Innovation Academy (August 2016).

### Vanguard School Digital Device Deployment

	Teacher/Grades	Device	Year
	Teachers	13" MacBook Air	January 2016
Baker Middle	Sixth Grade	11" MacBook Air	August 2016
Baker Middle	Seventh Grade	iPad Air	August 2017
Baker Middle	Eighth Grade	11" MacBook Air	January 2018

### District Professional Development:

Teachers will have the opportunity to participate in job-embedded training to prepare for the digital learning transition.

<b>February 2016</b>	<p><b>Apple Leadership for Learning Academy</b></p> <p>The Leadership for Learning Academy will help to implement the Five Best Practices that consistently characterize centers of academic innovation and excellence. The professional development addresses the "Why?" and "How?" of effective technology integration. The results from this PD will offer a shared leadership action plan that's aligned to school improvement goals.</p>
<b>March 2016</b>	<p><b>School-Based Professional Development</b></p> <p>Each Vanguard School will begin reviewing data to determine school needs and then create individual professional development plans based on the different groups established from the data received.</p>
<p><b>April 2016</b></p> <p>This professional development will meet twice in the month of April 2016.</p>	<p><b>Apple Certified Trainer</b></p> <p>Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.</p>
<p><b>May 2016</b></p> <p>This professional development will meet twice in the month of May 2016.</p>	<p><b>Apple Certified Trainer</b></p> <p>Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.</p>

<p><b>June-July 2016</b></p> <p><b>Dates:</b></p> <ul style="list-style-type: none"> <li>● June 6-9</li> <li>● June 20-23</li> </ul> <p>July 11-15</p> <ul style="list-style-type: none"> <li>● July 25-29</li> </ul>	<p><b>Essential Curriculum Academy</b></p> <p>Provide in-depth professional development on understanding essential curriculum, transfer tasks, formative and summative assessments, analyzing school and classroom data, and integration of technology within each area.</p> <p>*Four sessions held in June/July and a recommendation to all Vanguard Schools will be to send at least one member of each grade level team to one academy.</p>
<p><b>August 2016</b></p> <p><b>Dates:</b></p> <p>August 1-3</p>	<p><b>CBSS Summer Innovation Academy</b></p> <p>Innovation Academy will guide and support future innovation in CBSS. Participating educators will spend three days designing an integrated challenge-based learning project. On day four, educators will present their projects to a panel of students and district leaders who will provide pre-implementation feedback. Educators will implement their projects with students in the fall and share their results on a follow-up day in late fall 2016.</p>

\*Additional workshops and curriculum planning will be added as needed throughout the entire process of this Digital Learning Plan.

**Personalized School Professional Development:**

When a school transitions to a Vanguard School, it will have school-embedded support that meets teachers where they are currently with digital learning and supports their continuing growth.

Vanguard Schools will create an Implementation Plan prior to deployment of devices. Plans will be rooted in the CBSS desired outcomes from the Digital Learning Plan. Additional goals may focus on redefining professional development structures within the school, attendance rates, referral rates, or perceptual survey data.

The second component of school plans will be a month-by-month implementation plan that includes all professional development, timelines, responsible staff, and results.

Plans will be reviewed by the school team and facilitated by one of the Digital Learning Team members. This team will meet monthly through the first year of implementation. Based on the school needs, additional district leaders will attend these meetings to provide consultation and support.

**CBSS Curriculum Portal:**

CBSS will create an electronic portal will serve as a warehouse for curriculum and instruction materials. Exemplar lessons, videos, and other resources will be posted to support teachers and leaders and to create sustainability of innovations to teaching.

The CBSS Digital Learning Plan is attached. (See Appendix D).

- 6) The LEA should at least include one strategy that relates to quality curriculum development that aligns with the State's academic standards. For Priority schools, the State has identified two additional priorities for which LEA's may choose to align evidence-base strategies: 1) Early Childhood Education; and, 2) Career and Technical Education.

Understanding by Design developed by Grant Wiggins and Jay McTighe will be the framework for developing curriculum and increasing rigor in instruction. Teachers will use the State Standards to plan instruction in the "backward" design method, identifying first desired results or student outcomes, then identifying the student performances or products that will provide evidence of students' understanding, and finally creating the learning plan or activities, experiences, and lessons that will lead to achievement of the desired results and success at the assessments.

Essential to this process is the development of authentic assessments, which are tasks that resemble reading and writing in the real world (Hiebert, Valencia, & Afflerbach, 1994; Wiggins, 1993). Its aim is to assess many different kinds of literacy abilities in contexts that closely resemble actual situations in which those abilities are used.

In essence, teachers will be taught to unpack the standards and to plan, teach, and assess them in a cross-disciplinary manner in order to facilitate students' understanding. This approach to instruction will be executed utilizing the technology of which teachers and students will be able to avail themselves. Finally, the lessons developed by these teachers will be used to build the repository of exemplar lessons for all teachers in the school system.

- 7) **External Providers.** (If applicable) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance.

CBSS began seeking partners with whom to work in the areas of: Standards and Curriculum, School Culture, and One-to-One digital implementation. The CBSS selected appropriate rubrics from Achieve.org used to evaluate Open Education Resource Objects. (See Appendix E).

Even though partnerships with other providers are still possible, through discussions with other school systems, both in-state and out-of-state, and recommendations from national organizations such as the International Society for Technology in Education (ISTE), the CBSS has pursued relationships with:

- The Institute for Learning at the University of Pittsburgh

Members of the Institute for Learning (IFL) have worked on the development of the CCSS and they are leaders among their peers in preparing teachers to understand, unpack, and implement the standards in the classroom using research-based instructional strategies such as Accountable Talk.

Researchers continue to study the work of the IFL. In the following three articles, the researchers summarize their investigation into how the IFL collaborated with school districts to build capacity for learning improvements. The findings elaborate specific features of the strategies and support offered by IFL and conclude with implications for the role of intermediary organizations in the process of school improvement.

- Honig, M.I. & Ikemoto, G.S. (2008). Adaptive assistance for learning improvement efforts: The case of the Institute for Learning. *Peabody Journal of Education*, 83: 328–363.
- Talbert, J.E., David, J.L. & Lin, W. (2007, September). Evaluation of the disciplinary literacy-professional learning community (DL-PLC) initiative in Austin Independent School District: Interim report. Palo Alto, CA: Center for Research on the Context of Teaching, Stanford University.
- Marsh, J.A., Kerr, K.A., Ikemoto, G., Darilek, H., Suttrop, M. Zimmer, R., et al. (2005). The role of districts in fostering instructional improvement lessons from three urban districts partnered with the Institute for Learning. Santa Monica, CA: RAND Corporation. Retrieved from <http://www.rand.org/pubs/monographs/MG361/>.

- Using Minds Well

This organization is an off-spring of the Coalition of Essential Schools, which is known for its work in transforming school culture through the implementation of its guiding principles (See appendix). The organization offers a coordinated set of services to help schools achieve their self-determined goals as part of an affirmation process, through which a school may become a model school for others after demonstrating the ability to sustain the change.

This model has a research base. The Coalition of Essential Schools was born out of *A Study of High Schools*, an inquiry into American secondary education, conducted under the leadership of Theodore Sizer from 1979 to 1984 with the sponsorship of the [National Association of Secondary School Principals](#) and the [National Association of Independent Schools](#).

The findings of the study were distilled in three books: *Horace's Compromise: The Dilemma of the American High School* (Houghton Mifflin, 1984), *The Little Citadel*, and *The Shopping Mall High School*. In 1984, the Coalition of Essential Schools was established at Brown University in Providence, Rhode Island, and twelve schools took up the challenge of putting Sizer's Nine Common Principles into practice to become the first Essential Schools. In 1988, the Coalition became a K-12 school reform model and began working with elementary schools. In 1997, the Coalition adopted a tenth Common Principle on democracy and equity.

Unlike other high-school reform models, The Coalition of Essential Schools does not outline a specific program of reform for a school. Legters, Balfanz, & McPartland note that rather, it focuses on the belief that the amount and the quality of learning produced in a school is increased by adhering to ten Common Principles:

- 1) The school should be focused on helping students learn to use their minds well.
- 2) Less is more: Knowing few subjects thoroughly is more productive than learning little about many.
- 3) The goals of a school should apply to all students.
- 4) Teaching and learning should be personalized.
- 5) Students should be viewed as workers and teachers as coaches.
- 6) Students should demonstrate mastery of subjects through public exhibitions instead of test scores.
- 7) The school's climate should be one of "unanxious expectation", trust, and decency.
- 8) Teachers and administrators are primarily generalists and should assume responsibility for all students.

9) The school should attempt to meet certain administrative and budgetary guidelines: eighty students per teacher, adequate planning time for teachers, competitive salaries, and per pupil costs that are no more than ten percent greater than those of traditional schools.

10) Honor diversity, challenge inequity, and model democratic practices.

From these principles, schools are given the task of redesigning themselves. This process is divided into three stages: an exploring stage where the ideas behind the Common Principles are explored and discussed by the entire school community; a planning stage where a vision statement in line with the Coalition's goals is drafted and specific reform actions are planned; and full membership, when these actions are implemented to achieve the school's vision.

- The One-to-One Institute

The One-to-One Institute offers an implementation protocol designed to guide the planning and implementation process, as well as the development of leadership and instructional practices that will lead to a successful and sustainable 1:1 program.

**8) Planning/Pre-Implementation.** *(For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school)* Describe planning and other pre-implementation activities, provide a timeline for implementing those activities, and describe how those activities will lead to successful implementation of the selected intervention.

N/A

9) **Family and Community Engagement.** Describe how the LEA will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

The CBSS will employ three strategies to increase family and community engagement by creating meaningful opportunities for families to participate: communication, shared decision making, and collaboration.

Family Engagement Action Steps	Description	Timeline
<b>Strategy #1: Communication</b>		
Back-to-School Event	Communicate the results of the SIG process and the instructional implications thereof	July 2016
Progress Reports	Communicate the progress towards the performance goals every marking period using multiple venues: <ul style="list-style-type: none"> <li>▪ Parent Meetings</li> <li>▪ Monthly Newsletter</li> <li>▪ E-mail/Text messaging</li> <li>▪ Robo-calls through JCALL</li> <li>▪ BMS and CBSS websites</li> </ul>	October 2016 January 2017 March 2017 May 2017
Intervention Reports	Provide parents with progress reports regarding the growth being made in reading and math	Weekly
Stipend	Provide stipend to one parent to serve as Ombudsman to connect to other parents	Stipend paid monthly

<b>Strategy #2: Shared Decision-Making</b>		
Seek Input	Gather input from families via surveys/questionnaires completed during parent meetings	Ongoing
Informed Decisions	Make decisions after surveying comprehensive data, including parents' opinions and willingness to support proposals for change	Ongoing

<b>Family Engagement Action Steps</b>	<b>Description</b>	<b>Timeline</b>
<b>Strategy #3: Collaboration</b>		
Parent Education	Provide specific strategies for parents to enhance learning at home	Monthly
Parent Education	Offer workshops for parents on how to use technology	Monthly

**SECTION 3: GOALS**

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**10) Monitoring.** Describe how the LEA will monitor each Tier I and Tier II school, or each priority and focus school, that receives school improvement funds, including by:

- a) Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics

As of July 2015, Baker Middle School operates under a district-imposed Recovery plan (See Appendix F). This plan ensures that students' progress is monitored closely by school and district leaders.

The goals for Tier II and Tier III students have been identified:

- 90% of Tier II and Tier III students will maintain Acceptable Performance, which equates to 90% Mastery, and reach at least two years' gain in English Language Arts and Math by May 2017 on Pearson's SuccessMaker.
- 100% of Tier II and Tier III students will receive 100 minutes of computer-based instruction in reading
- 100% of Tier II and Tier III students will receive 150 minutes of computer-based and individualized instruction in math

There are a variety of ways the district monitors the curriculum, instructional practices, and student progress toward the goals, as shown in the list below:

- Lesson plans: teachers are required to write lesson plans using the district-approved template. Campus administrators and district program directors are able to review the lesson plans to monitor the alignment of instruction to the curriculum and implementation of technology.
- Data: All teacher, school, and district-created assessments are computer-based, giving the teacher, school leaders, and district personnel data on each student's progress and mastery of the assessed skills.
- Data Dives: Monthly, the Superintendent and other curriculum and assessment-related district leaders conduct a formal monitoring visit that includes a walkthrough of all classrooms, review of student progress data with the Principal and other school leaders, and a review of student work. SuccessMaker data will be incorporated into these data dives as well as the weekly data meetings in PLCs.
- Classroom Walkthroughs: In order to determine general trends in instruction across the campus, the principal and district leaders have been trained in the Classroom Walkthrough protocols. The data is collected and the trends analyzed to insure an aligned instructional program, and the implementation of technology at the Transformation level of the SAMR model across the campus.

**SPS Performance Goals.** Complete the table below by entering the actual and projected School Performance Score(s) for each year in which the LEA is requested School Improvement funds.

Actual SPS		Projected School Performance Score				
2013 SPS	2014 SPS	2015 SPS	2016 SPS	2017 SPS	2018 SPS	2019 SPS
53.6	47.6	41.6	50.8	64.2	66.7	70.8

**Percent Proficient Performance Goals.** Complete a table below by entering the actual and projected reading/language arts and mathematics percent proficient data for each year in which the LEA is requested School Improvement funds. Example – if the LEA is requesting funds for a school that serves grades K-8, an application may include tables for 4<sup>th</sup> grade math, 4<sup>th</sup> grade reading/language arts, 8<sup>th</sup> grade math, and 8<sup>th</sup> grade reading/language arts.

Grade: 8		Subject: English Language Arts				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
49.5	47	50	53	56	58	61

Grade: 8		Subject: Math				
Actual % Proficient		Projected % Proficient				
SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
42.5	42.5	45	47	50	52	55

b) Establishing and measuring progress of annual goals beyond State assessments that the LEA will use to measure the success of the selected interventions that, if met, will result in the school meeting the annual student achievement goals on State assessments.

- 90% of Tier II and Tier III students will maintain Acceptable Performance, which equates to 90% Mastery, and reach at least two years' gain in English Language Arts and Math by May 2017 on Pearson's SuccessMaker.
- The student daily attendance rate will increase from 88% to 92% by May 2017

c) Measuring progress on the leading indicators as defined in the final requirements (viz., number of minutes within the school year; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; dropout rate; student attendance rate; number and percentage of students completing advanced coursework [e.g., AP/IB], early-college high schools, or dual enrollment classes; discipline incidents; truants; distribution of teachers by performance level on an LEA's teacher evaluation system; and teacher attendance rate).

- 90% of BMS teachers will earn a score of "4" on the Compass Evaluation rubric in the areas of Student Engagement and Questioning/Discussion
- 100% of Tier II and Tier III students will receive 100 minutes of computer-based instruction in reading
- 100% of Tier II and Tier III students will receive 150 minutes of computer-based and individualized instruction in math

**11) Oversight and Support.** Describe how it will provide effective oversight and support for implementation of the selected intervention for the school the LEA proposes to serve (for example, by creating an LEA turnaround office).

The Office of the Assistant Superintendent for Innovation and Student Achievement is responsible for providing oversight and support to BMS. The Assistant Superintendent reports directly to the Superintendent and supervises the Director of preK-12 Instruction, the Supervisor of Accountability, and the Supervisor of Federal Programs.

The Office of the Assistant Superintendent functions to coordinate school support, foster human capital, provide monitoring and oversight, and to secure resources for struggling schools.

The Assistant Superintendent coordinates the weekly walkthroughs, monthly data dives and other monitoring activities. In response to the findings of the monitoring activities, the Assistant Superintendent deploys the appropriate technical assistance from the CBSS staff or other external provider.

Further, job-embedded professional development for teachers and school leaders as well as budget prioritization will be organized to sustain the reform initiatives.

**12) Accountability.** *(If applicable)* Describe how the LEA will hold the charter school operator, CMO, EMO or other external provider accountable for meeting grant requirements.

The CBSS has established a framework to hold external providers accountable. This framework will be customized to fit each provider.

The CBSS will establish performance goals and deliverables for each selected provider. Whenever possible, performance measures will be linked to student achievement.

Each provider will be monitored frequently according to a rubric with performance measures related to inputs, outputs, outcomes, efficiency, and quality by the Office of the Assistant Superintendent. Surveys of school leaders, teachers, and students (when appropriate) will also be used to determine the results of a provider.

Information gained from the performance reviews and surveys will be used to determine the success of the provider.

## SECTION 4: LEA STRATEGY

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**13) Capacity.** Describe the actions that the LEA has taken, or will take, to determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority and focus school, identified in the LEA's application(s) in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

The City of Baker School Board is committed to supporting efforts that are designed to improve student achievement. The Board has given the Superintendent full authority to implement innovative strategies in order to achieve this end. The Superintendent is a veteran educator who has specific experience in school- and district-level turnaround. In his most recent turnaround experience, he implemented systems of reform over the past three years that resulted in a school district's growth of two letter grades.

In turn, the Superintendent has designated key district-level staff to oversee the implementation of the selected strategies. The Assistant Superintendent for Innovation and Student Achievement has experience in school- and district-level turnaround, also. Prior to her most recent experience as an Associate Superintendent and Chief Academic Officer in Washington County, Maryland, she was a high school principal who gained double-digit growth in the school performance score by implementing research-based strategies. Further, in another prior district position, she led a school turnaround zone, which consisted of 23 of the lowest performing schools. 61% of those schools experienced double-digit growth after the first year of implementation.

Beyond the district-level expertise, the current Principal at BMS is a new, innovative leader who embraces school reform. The principal has already gained the support of his faculty and they demonstrate a willingness to follow his vision.

The sum of these experiences has prepared this team to plan, to lead and to sustain the work at Baker Middle School.

To provide adequate resources and related support in order to implement fully and effectively the selected interventions, the Principal and Assistant Superintendent will work with the Chief Financial Officer and Supervisor of Federal Programs to ensure BMS remains a priority in the budget. As a priority, during the budget process, dedicated funds will be set aside to address the needs of students and fulfill the requirements of this plan.

**14) Resource Alignment.** The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

Consider, for example, such resources as local, state or federal funds (including 1003[a]; Title I, Part A; Title II; Title III; and IDEA funds), community resources and wraparound services that may address the academic, physical health and mental health needs of students. Describe how the LEA will coordinate or integrate programs and activities at the school that the LEA commits to serve.

Other available resources will be applied to support this implementation. During the budget process and with the approval of the School Board, the Superintendent, Chief Financial Officer, and other designated leaders will identify the academic priorities of the district and adjust all relevant funding sources to reflect those priorities.

The CBSS will continue to seek community resources to provide wraparound services for BMS students. For example, the system has a partnership with Capital Area Human Services to address the mental

health needs of students. Also, the system contracts with Sunbelt Staffing to fill other challenging vacancies.

**15) Practices and Policies.** The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

Practices and policies may include, but are not limited to, those relating to staffing, Union issues, school board issues, increased learning time, etc.

The City of Baker School Board has declared and demonstrated unwavering support for its new Superintendent. For example, the Superintendent has been given the authority to take extreme measures, if necessary, to balance the district's budget. In so doing, the Board authorized the Superintendent to impose a Reduction in Force policy throughout the duration of this school year.

Since July 2015, Baker Middle School operates under the guidance of a district-imposed Recovery Plan. In it, specific practices have been outlined that focus on student achievement. The Principal has the authority to hire his staff. The Principal, his leadership team and staff have the autonomy to determine and implement specific strategies and to seek resources.

**16) Sustainability.** Describe how the LEA will sustain the reforms after the funding period ends.

The CBSS will be able to sustain the reforms after the funding period ends. By the end of the funding period, the instructional practices will be embedded in the school culture, so though we will use federal funds to maintain the relationship with selected partners, fewer training opportunities will be required.

Further, the devices will remain at the school after the grant has been expended. Our current Instructional Technology Department has the capacity to maintain these devices.

## SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)

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**17) REAP.** *(For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA [Rural Education Assistance Program] that chooses to modify one element of the turnaround or transformation model)*  
Describe how the LEA will meet the intent and purpose of an element of the turnaround or transformation model that the LEA chooses to modify.

N/A

**18) Whole-School Model.** *(For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools)* Describe how the LEA will:

- d) Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and-
- e) Partner with a whole school reform model developer, as defined in the SIG requirements.

N/A

**19) Restart Model.** *(For an LEA that applies to implement the restart model in one or more eligible schools)* Describe the rigorous review process (as described in the final requirements) the LEA has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.

N/A

**20) Timeline.** The LEA must include a timeline delineating the steps the LEA will take to implement the selected intervention at the identified school.

See Section E.

**C. BUDGET: Include the FY14 LEA Application Budget form with this LEA Application Narrative. The LEA budget must indicate an amount of the school improvement grant the LEA will use each year in the school it commits to serve.**

In the FY14 LEA Application Budget form, provide a budget that indicates an amount of the school improvement grant the LEA will use each year to:

- Implement the selected model in the school the LEA commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's schools; and
- Support school improvement activities, at the school or LEA level,

<b>LEA Application Budget Form included with this application:</b>	
<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

**Budget Summary**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use in the school it proposes to serve and the funds it will use to conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools, or priority and focus schools.

If SIG funds will be used by the LEA/CMO, describe how the funds will be used to support SIG activities.

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Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I, Tier II, priority, or focus school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority and focus schools, it commits to serve multiplied by \$2,000,000

**1. LEA/CMO Proposing a 3-Year Implementation Plan for a School**

	Year 1	Year 2	Year 3	3-Year Total
<b>School-Level Activities</b>	\$168,899	\$217,099	\$218,699	\$604,899
<b>LEA/CMO-Level Activities</b>	\$		\$	\$
<b>Total Budget</b>	\$168,899	\$217,099	\$218,699	\$604,899

Year 1 Budget: Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

**2. LEA/CMO Proposing to Implement a Model at a School on the First Day of the Upcoming School Year**

	Year 1		Year 2	Year 3	Year 4	Year 5	5-Year Total
	Pre-Implementation	Full Implementation					
<b>School-Level Activities</b>	\$	\$	\$	\$	\$	\$	\$
<b>LEA/CMO-Level Activities</b>	\$		\$	\$	\$	\$	\$
<b>Total Budget</b>	\$		\$	\$	\$	\$	\$

Year 1 Budget: Pre-Implementation / Full Implementation

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Sustainability Activities (optional)

Year 5 Budget: Sustainability Activities (optional)

**3. LEA/CMO Proposing a Planning Year for a School**

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
<b>School-Level Activities</b>	\$	\$	\$	\$	\$	\$
<b>LEA/CMO-Level Activities</b>	\$		\$	\$	\$	\$
<b>Total Budget</b>	\$	\$	\$	\$	\$	\$

Year 1 Budget: Planning

Year 2 Budget: Full Implementation

Year 3 Budget: Full Implementation

Year 4 Budget: Full Implementation

Year 5 Budget: Sustainability Activities

**D. ASSURANCES: Provide the following assurances as part of the application for a School Improvement Grant.**

The LEA must assure that it will:

- 1) Use its School Improvement Grant to implement, fully and effectively, an intervention in each school that the LEA commits to serve consistent with the final requirements;
- 2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with the school improvement grant, and establish goals (approved by the SEA) to hold accountable its schools that receive school improvement funds;
- 3) If it implements a restart model in a school, include in its contract or agreement terms the authority to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- 5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- 6) Report to the SEA the school-level data required under section III of the final requirements.

**LEA agrees to Assurances:**

<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>
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**E. TIMELINE:** Use the charts below to provide a brief timeline for implementation of the SIG intervention model at the school the LEA commits to serve. Include significant grant activities, budget items, deliverables, etc. Where applicable, specify any SIG-funded activities to be provided by the LEA.

**Year 1: 2015 - 2016 School Year**

**Intervention Activities**

- Check here if Year 1 is for Planning
- Check here if Year 1 is for Pre-Implementation
- Check here if Year 1 is for Full Implementation

<b>Activities</b>	<b>Timeline</b>	<b>Costs</b>
<b>Using Minds Well Collaborative</b> Initial analysis of student data	January 2016	\$25.00/hour + benefits for each teacher participant
<b>Apple Leadership for Learning Academy</b> The Leadership for Learning Academy will help to implement the Five Best Practices that consistently characterize centers of academic innovation and excellence. The professional development addresses the “Why?” and “How?” of effective technology integration. The results from this PD will offer a shared leadership action plan that’s aligned to school improvement goals.	February 2016	\$25.00/hour + benefits for each teacher participant
<b>School-Based Professional Development</b> Each Vanguard School will begin reviewing data to determine school needs and then create individual professional development plans based on the different groups established from the data received.	March 2016	\$25.00/hour + benefits for each teacher participant
<b>Apple Certified Trainer</b> Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.	April 2016	\$25.00/hour + benefits for each teacher participant
<b>Apple Certified Trainer</b> Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.	May 2016	\$25.00/hour + benefits for each teacher participant
<b>Essential Curriculum Academy with Using Minds Well</b> Provide in-depth professional development on understanding essential curriculum, transfer tasks, formative and summative assessments, analyzing school and classroom data, and integration of technology within each area.	June 2016	\$25.00/hour + benefits for each teacher participant

**Year 1: 2015 - 2016 School Year**

**Intervention Activities**

- Check here if Year 1 is for Planning
- Check here if Year 1 is for Pre-Implementation
- Check here if Year 1 is for Full Implementation

Activities	Timeline	Costs
*Four sessions held in June/July. Vanguard Schools must send at least one member of each grade level team to one academy.		

**Year 2: 2016 - 2017 School Year**

**Intervention Activities**

*Year 2 is for Full Implementation*

Activities	Timeline	Costs
<p><b>Essential Curriculum Academy</b> Provide in-depth professional development on understanding essential curriculum, transfer tasks, formative and summative assessments, analyzing school and classroom data, and integration of technology within each area.</p> <p>*Four sessions held in June/July and a recommendation to all Vanguard Schools will be to send at least one member of each grade level team to one academy.</p> <p><b>Component #1 Foundation for Learning with Institute for Learning</b></p>	July 2016	\$25.00/hour + benefits for each teacher participant
<p><b>CBSS Summer Innovation Academy</b> Innovation Academy will guide and support future innovation in CBSS. Participating educators will spend three days designing an integrated challenge-based learning project. On day four, educators will present their projects to a panel of students and district leaders who will provide pre-implementation feedback. Educators will implement their projects with students in the fall and share their results on a follow-up day in late fall 2016.</p>	August 2016	\$25.00/hour + benefits for each teacher participant
<p><b>Component #2 Instructional Unit Support with Institute for Learning</b></p>	October 2016	\$25.00/hour + benefits for each teacher participant

**Year 2: 2016 - 2017 School Year**

**Intervention Activities**

*Year 2 is for Full Implementation*

<b>Activities</b>	<b>Timeline</b>	<b>Costs</b>
<b>Component #3: Creating Sequences of Text-Based Tasks of High Cognitive Demand</b>	February 2017	\$25.00/hour + benefits for each teacher participant
<b>Using Minds Well Summer Institute</b> Analysis of Student Data Development of Quality Assessments Aligned to Standards	July 2017	\$25.00/hour + benefits for each teacher participant

**Year 3: 2017 - 2018 School Year**

**Intervention Activities**

*Year 3 is for Full Implementation*

<b>Activities</b>	<b>Timeline</b>	<b>Costs</b>
<b>Using Minds Well</b> Analysis of Available Student Data Development of Aligned Assessments Analysis of Formative Data	July 2017	\$25.00/hour + benefits for each teacher participant
<b>Using Minds Well</b> Onsite Coaching to sustain reforms	August-December 2017	\$25.00/hour + benefits for each teacher participant
<b>Using Minds Well</b> Analysis of Student Work Coaching to sustain reforms	January-June 2018	\$25.00/hour + benefits for each teacher participant

**Year 4: 2018 - 2019 School Year**

**Intervention Activities**

- Check here if Year 4 is for Full Implementation (Optional)
- Check here if Year 4 is for Sustainability Activities (Optional)

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>

**Year 5: 2020 - 2021 School Year**

**Intervention Activities**

*Check here if Year 5 is for Sustainability Activities (Optional)*

<i>Activities</i>	<i>Timeline</i>	<i>Costs</i>

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# The Coalition of Essential Schools: Common Principles

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## Learning to use one's mind well

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The school should focus on helping young people learn to use their minds well. Schools should not be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

## Less is more: depth over coverage

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The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

## Goals apply to all students

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The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

## Personalization

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Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

## Student-as-worker, teacher-as-coach

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The governing practical metaphor of the school should be "student-as-worker", rather than the more familiar metaphor of "teacher as deliverer of instructional services." Accordingly, a prominent pedagogy will be coaching students to learn how to learn and thus to teach themselves.

## Demonstration of mastery

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Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community.

The diploma should be awarded upon a successful final demonstration of mastery for graduation: an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class.

## A tone of decency and trust

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The tone of the school should explicitly and self-consciously stress values of unanxious expectation, of trust, and of decency (fairness, generosity, and tolerance). Incentives appropriate to the school's particular students and teachers should be

emphasized. Families should be key collaborators and vital members of the school community.

### **Commitment to the entire school**

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The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and demonstrate a sense of commitment to the entire school.

### **Resources dedicated to teaching and learning**

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Ultimate administrative and budget targets should include student loads that promote personalization, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided to students in many schools.

### **Democracy and equity**

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The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

[Essentialschools.org](https://www.essentialschools.org)

USING MINDS WELL COLLABORATIVE, INC.

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CITY OF BAKER SCHOOLS

SCHOOL IMPROVEMENT PROPOSAL

**ABOUT THE USING MINDS WELL COLLABORATIVE**

The Using Minds Well Collaborative is a nonprofit corporation serving public, charter, and faith-based schools bonded in the belief that the best way to develop thinking students is to develop thinking teachers. Building from a 30+ year tradition of challenging schools to become places of fierce and equitable learning, Using Minds Well centers its work in the Common Principles of the Coalition of Essential Schools. Through on-site work coupled with formidable online resources, Using Minds Well seeks to help schools to develop their capacity in five key areas – student achievement, classroom practice, organizational practice, community connections, and leadership – to create sustainable excellence.

Because experience has taught us that no two classrooms, schools or districts are alike, we celebrate local context and diversity. We begin any relationship with an initial visit to meet district and school leaders, teachers, students, and community members. We work always to collaborate around needs specific to each site, customizing evaluation and professional development and maintaining close and personal communication throughout the change process. Although our work is personalized to each context, we never waiver from our theory of action that teachers are licensed, certified professionals best positioned to change the lives of students. Deep school change happens only when teachers come to believe that they have the responsibility and the capacity to teach **ALL** of the students in their care. We are committed to doing change *with* – and not *to* – teachers.

Using Minds Well acknowledges that we live in a data-driven world. We encourage schools to embrace a balanced approach to measuring student achievement, honoring local realities while remaining mindful of every student’s capacity to use his or her mind well. Regardless of external accountability systems, we promote authentic interdisciplinary teaching, thoughtful formative assessment, and higher order thinking. We work closely with teachers and administrators to build deep understanding of content standards as the first step in knowing how to engage students deeply, richly, and well in meaningful learning. We do not support “test prep” as a viable method of improving school quality. We work in collaboration with school and district staff to gather careful, actionable process and perception data to better understand student achievement deficits, using our field-tested arsenal of data collection tools. We then develop cohesive plans for addressing these deficits.

The Using Minds Well Collaborative focuses on creating positive cultures for learning. Our systems approach diminishes the possibility of random acts of improvement, creating instead the kinds of schools where commitment to reflection, collaboration, and excellence becomes an essential and enduring part of the fabric of each school.

## CITY OF BAKER SCHOOLS PROPOSAL

### OVERVIEW

The Using Minds Well Collaborative proposes to engage school and district staff in a three-year change process. The overarching goals of such change are to:

- (1) Deepen teacher understanding of content standards in each subject area by engaging all teachers in a disciplined process of unpacking and combining standards, creating quality assessments, and designing rich, differentiated, integrated instruction that propels all students toward attainment of the standards.
- (2) Develop a culture of reflection and collaboration in each school and the district by introducing and modeling Critical Friends Group and other collaborative processes, growing teacher ownership and leadership.
- (3) Engage teachers in a cohesive, responsive program of professional development centered in practical strategies that yield documented positive changes in classroom practice.
- (4) Revisit curriculum, instruction, and assessment to strengthen student engagement, thinking, and achievement.
- (5) Diminish achievement gaps and deficits by engaging all students in compelling, rigorous instruction.

Following an initial visit and consultation, the district will select the data that it wishes to monitor in addition to student achievement data in. Using Minds Well staff will collaborate with district and school staff to identify ambitious, measurable targets for cultural change. Using Minds Well staff will coordinate collection of baseline data and schedule regular data reviews to monitor progress toward overarching and district-specific goals.

To facilitate changes in culture and practice, Using Minds Well staff will engage teachers and administrators in ongoing professional development activities. These activities will include an annual summer institute for participating schools, school-based professional development for teachers, quarterly professional development sessions for administrators, school-based classroom coaching to support changes in practice, and Critical Friends Group Coaches Training for district and school leaders.

### **PROPOSED ACTIVITIES: YEAR 1 (JANUARY 2016 – JULY 2016)**

#### **Priority Area: Student Achievement**

Initial Analysis of Available Student Data (January 2016)

- Demographic patterns within and across grade levels
- Areas of strength and need
- Teacher focus group: priority needs
- Parent focus group: priority needs

Development of Quality Assessments Aligned to Standards (Summer 2016)

- Teachers and other staff members trained to develop assessments
- Formative assessment data shared within grade levels beginning September 2016

#### **Priority Area: Data Collection and Monitoring**

Initial Visit to District/Schools (2 days on-site)

- Focus groups of teachers and parents
- Meetings with key leaders

- Walk-throughs of schools
- Review of curriculum and testing materials
- Analysis of student achievement data
- Establishment of areas for change
- Selection of data collection instrument(s)

Baseline Data Collection (6 days on site/3 days tabulation)

- Focus and tool to be determined in collaboration with district
- District and/or school staff trained to share in data collection

Sharing of Data with District and School Communities (1 day on site)

- Within three weeks of data collection

### **Priority Area: Professional Development**

Job-Embedded School-Level Professional Development (2 days in each school per month/10 days per school/30 days total)

- Two days school-based professional development each month, structured during regularly scheduled teacher planning time and/or with substitutes
- Introduction of standards unpacking/formative assessment/instructional planning cycle
- Introduction of Webb's Depth of Knowledge to guide expectations for learning
- Analysis student work
- Classroom coaching to support changes in practice

District-Level Professional Development (8 days plus 3 administrative meetings)

- School/district administrator sessions January, March, June
- Three-day Summer Institute to revisit standards and curricula and to develop integrated instructional plans for 2016-17; all teachers and administrators from participating schools invited
- Five-day Critical Friends Group Coaches Training for selected staff, first three days to occur Summer 2016, two additional days scheduled Fall 2016

### **PROPOSED ACTIVITIES: YEAR 2 (JULY 2016 – JUNE 2017)**

#### **Priority Area: Student Achievement**

Analysis of Available Student Data (June 2017)

- Demographic patterns within and across grade levels
- Areas of strength and need
- Patterns of improvement/decline/stasis

Continued Development of Quality Assessments Aligned to Standards

- In schools beginning September 2016
- Continued in Summer Institute 2017
- All teachers engaged in recursive process of unpacking and combining standards, creating quality assessments to guide compelling instruction

Analysis of Formative Assessment Data in Grade Levels/Schools

- Beginning September 2016
- As component of professional learning communities

**Priority Area: Data Collection and Monitoring**

Data Collection May 2017 (6 days on site/3 days tabulation)

- District and/or school staff participate in data collection

Sharing of Data with District and School Communities (1 day on site)

- Within three weeks of data collection
- Comparison to baseline

**Priority Area: Professional Development**

Job-Embedded School-Level Professional Development (2 days in each school per month/20 days per school/60 days total)

- Two days school-based professional development each month, structured during regularly scheduled teacher planning time and/or with substitutes
- Continuation of standards unpacking/formative assessment/instructional planning cycle
- Analysis of student work
- Classroom coaching to support changes in practice
- School-specific sessions to address emerging areas of need

District-Level Professional Development (5 days plus 3 administrative meetings)

- School/district administrator sessions January, March, June
- Three-day Summer Institute to review integrated instructional plans for 2016-17 and to develop plans for 2017-18, all teachers and administrators from participating schools invited
- Two-day Summer Institute in classroom strategies that support active student engagement, teachers invited

School Visit to Fountaindale Elementary School, Hagerstown, MD

- Two-day visit to observe exemplary practices
- Administrators and teacher leaders

**PROPOSED ACTIVITIES: YEAR 3 (JULY 2017 – JUNE 2018)**

**Priority Area: Student Achievement**

Analysis of Available Student Data (June 2018)

- Demographic patterns within and across grade levels
- Areas of strength and need
- Patterns of improvement/decline/stasis

Continued Development of Quality Assessments Aligned to Standards

- All teachers engaged in recursive process of unpacking and combining standards, creating quality assessments to guide compelling instruction
- Analysis of student work; revision of assessments as indicated

#### Analysis of Formative Assessment Data in Grade Levels/Schools

- As foundational component of professional learning communities

#### **Priority Area: Data Collection and Monitoring**

##### Data Collection May 2018 (6 days on site/3 days tabulation)

- District and/or school staff participate in data collection

##### Sharing of Data with District and School Communities (1 day on site)

- Within three weeks of data collection
- Comparison to baseline

#### **Priority Area: Professional Development**

##### Job-Embedded School-Level Professional Development (2 days in each school per month/20 days per school/60 days total)

- Two days school-based professional development each month, structured during regularly scheduled teacher planning time and/or with substitutes
- Continuation of standards unpacking/formative assessment/instructional planning cycle
- Analysis of student work
- Classroom coaching to support changes in practice
- School-specific sessions to address emerging areas of need

##### District-Level Professional Development (5 days plus 3 administrative meetings)

- School/district administrator sessions January, March, June
- District-level training for teachers as suggested by student achievement and other data

##### School Visit to Fountaindale Elementary School, Hagerstown, MD

- Two-day visit to observe exemplary practices
- Administrators and teacher leaders

At the conclusion of the grant period, schools may elect to engage in the Using Minds Well Collaborative School Affirmation Process, a rigorous evaluation of school quality conducted by educators from the national Using Minds Well network in the areas of student achievement, classroom practice, organizational practice, community connections, and leadership. Schools which participate in the Affirmation Process earn designations of exemplary, emerging, or unexamined in each of the five areas.



# Digital Technology Plan

City of Baker School System



Dr. Herman Brister  
Superintendent

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## Executive Summary

City of Baker School System (CBSS) is continually looking for ways to inspire and transform teaching and learning. In June of 2015, key district-level staff began meeting to provide perspectives on the value and future of digital learning. This Digital Learning Plan is the result of those meetings to establish project priorities and provide direction for the district.

CBSS believes that digital tools should be used to transform instruction while engaging students in collaborative, standards based learning experiences. The plan calls for tailored instruction that will meet the diverse needs and learning styles of students through personalized teaching and flexible, ever changing learning environments. At the heart of this plan, CBSS believes that enhanced digital learning will become the foundation for a quality education for all students.

This Digital Learning Plan will sustain the school system's transition toward personalized and student-centered teaching and learning, digital equity, and professional development support. The Digital Learning Plan is written with a phased approach to professional development and deployment to ensure success within each step along the plan's continuum.

Further, CBSS believes that all students should have adequate access to technology for learning and preparing for the future—regardless of socioeconomic status, physical disability, language, race, gender, or any other characteristics that historically have been roadblocks to learning.

To be successful in this initiative, all pertinent staff will be provided the professional growth opportunities necessary to facilitate a deep and meaningful transformation of teaching and learning. Staff must be committed to the systemic vision, goals, and focus on achievement for all students, especially as it relates to the use of digital learning in the classroom. It is important to note that CBSS has already initiated a digital shift in teaching and learning, though this plan will help to further extend and develop those efforts.

To assist in kick starting the initiatives presented in the plan, the CBSS will create “Vanguard Schools.” These are schools that are high priority schools because of their academic need. Their implementation will be supported by funds from the School Improvement Grant (SIG). Further, these schools have demonstrated instructional and leadership readiness as well as a commitment to a shift in teaching and learning with the implementation of an essential digital curriculum. The program will be initiated in three phases over the next three years. Each Vanguard School will be supplied with digital devices including, but not limited to, laptops and iPads for every teacher and all students.

As CBSS continues to bolster its vision, there is a high expectation that students will engage in authentic and complex tasks within a more personalized learning environment. To foster this, traditional roles of teachers will shift to serving as facilitators of learning, while students will become active and engaged agents of their own learning. Foundational to this vision is a focus on improving teacher expertise and efficacy, thus creating a culture that supports learning in the classroom and beyond the school walls.

Finally, CBSS believes that the success of this initiative will be measured by three distinct outcomes—teaching and learning, equity, and professional development—all of which are further detailed in the plan.

## Digital Learning Plan

CBSS is committed to creating a systemic culture of personalized teaching and digital learning that spans Pre-K-12, and prepares students through the Louisiana State Standards to graduate ready to contribute in the global economy. In an effort to move beyond traditional one-size-fits-all models of schooling and toward personalized learning environments, student-centered approaches to instruction will be employed to: produce high levels of achievement, empower students in their learning, increase learning equity, increase graduation rates, and decrease achievement gaps.

Technology will be integrated into daily instruction when and where it is appropriate. The use of technology is not intended as a substitute for great teaching—rather it is a tool to enhance great teaching. CBSS will not eliminate great books, *all* textbooks, or *all* print materials, however, it is expected that teachers will increasingly use a digital format for teaching and learning where it is appropriate and efficient.

All CBSS students will have the opportunity to use age- and learning-appropriate technology to engage in learning experiences, assignments, and collaborative research projects. Students will have access to not only the hardware and software needed, but also a vast collection of resources including multimedia tools, web-based applications, and content specific materials. This will provide CBSS teachers with high quality resources to meet individualized learning needs in every classroom.

Through the implementation of this plan, CBSS will strive to prepare its students and teachers with the necessary skills to inspire the highest level of learning and achievement.



## Desired Outcomes and Measures

The Digital Learning Plan is built on three distinct desired outcomes that provide a blueprint for how digital learning will support the school system's Essential Digital Curriculum while enhancing great teaching and learning for all students.

The progress of the implementation and success of the Digital Learning Plan will be measured through a series of metrics that are listed below each desired outcome.

**Teaching & Learning:** Provide all students with the skills and understandings necessary to ensure their success in a globally connected and integrated society, and to engage them in authentic learning experiences focused on exploration, discovery, collaboration, and creation.

- Transfer tasks
- School-generated measurement tool(s)
- State and national Assessment data
- Summative and formative assessments
- School-based walkthroughs

**Equity:** Provide all students with rigorous, quality instruction, supplemented with appropriate digital tools that result in a deeper understanding of concepts and skills.

- Danielson Framework for Teaching
- School-based instruction
- Focused walk-throughs
- Stakeholder perceptual data

**Professional Development:** Provide relevant and timely professional development by engaging faculty in a cycle of inquiry that promotes learning, reflection, innovation, and sharing.

- School-based professional development goals
- Collection of artifacts/documentation of the Vanguard process
- Domain 4: Artifacts of teaching, goal-setting reflection, and implementation towards growth

## Desired Outcome #1: Teaching and Learning

***Teaching & Learning:* Provide all students with the skills and understandings necessary to ensure their success in a globally connected and integrated society, and to engage them in authentic learning experiences focused on exploration, discovery, collaboration, and creation.**

As education shifts to a focus on College, Career, and Civic readiness, it is vital that the vision of instruction, assessment, and learning shifts as well. The Louisiana Common Core Standards require that students not only know and understand content, but that they can “do something” with their understanding. This is known as transfer or performance—an essential aspect of preparing students for their future.

The CBSS Essential Digital Curriculum is a thoughtful arrangement of priority learning standards across the year, with student understanding as the end goal. Carefully designed transfer tasks frame the curriculum and provide students with the challenge of transferring knowledge and skills to authentic tasks, focused on big ideas and essential questions. These grade-level, quarterly tasks provide students with the opportunity to apply their learning thoughtfully and flexibly to new situations. The student work produced by these tasks allows teachers to engage in professional conversations about student learning—identifying strengths and areas in need of growth. Such data will drive personalized professional learning opportunities, instructional decisions, purposeful choice of available resources, and appropriate support from instructional leaders.

Students are learning content while simultaneously being guided through the process of learning as they demonstrate deep understanding within and across contents. In other words, students are not just being exposed to content knowledge; They are using content knowledge as they work towards the desired performance. The essential framework provides coherence while allowing for flexibility within instructional decisions to meet the needs of students and the school’s learning community.



## Desired Outcome #2: Equity

***Equity: Provide all students with rigorous, quality instruction, supplemented with appropriate digital tools that result in a deeper understanding of concepts and skills.***

In simple terms, equity ensures that all students have adequate access to rigorous instruction supplemented with digital tools, resources, and services designed to increase digital knowledge, awareness, and skills. Another aspect must be considered beyond just simply having access to technology... *How is the technology enhancing and transforming instruction?* Equity also applies to professional learning. All teachers need equitable access to professional learning opportunities to arrange for instruction that integrates technology authentically—including quality applications and online resources. All students have the right to experience learning that promotes the skills to understand, evaluate, and use information.

Equity is a key component to the success of this plan and CBSS will strive to provide all students with a wide variety of technological tools to ensure their academic success and preparation to become college and career ready in a global society.

CBSS continues to believe that the use of technology is not intended as a substitute for great teaching—rather it is a tool to enhance great teaching. Giving students equal access to the right tool at the right moment can produce a wealth of knowledge that can go beyond belief.



## Desired Outcome #3: Professional Development

***Professional Development:* Provide relevant and timely professional development by engaging faculty in a cycle of inquiry that promotes learning, reflection, innovation, and sharing.**

The intent of professional development is improved teaching and learning; the impact on students is a deeper understanding and application of content. Technology alone will not secure this impact. It takes the expertise of teachers who integrate technology into the curriculum, align it with learning goals, and develop engaging learning opportunities.

Professional development is the foundation on which this Digital Learning Plan will be built and CBSS understands its value. Therefore, the district professional development plan will include a component of foundational learning for all leaders, teachers, and district staff. The culture of learning is shifting from compliance to risk taking, collaboration, inquiry, and innovation.

CBSS plans to offer a variety of professional development opportunities for all professional staff. These experiences will result in delivering best practices and a variety of methods including webinars, workshops, and video tutorials to personalize the needs of all staff members.

### **District Professional Development:**

- Curriculum consultant workshops
- Teacher-led digital learning academies
- Webinars offered through nationally recognized organizations (ASCD, ISTE, NSTA, NCSS, NCTM, NCTE, etc.)
- Model classroom visitations

### **School-Based Professional Development:**

- Professional Development regarding collection and utilization of data to direct instructional practices (State assessment and benchmark data will play an integral part in planning professional development to enhance the Essential Digital Curriculum for each grade level. Staff will review the data and find common gaps to concentrate on as a team and begin the process of planning and using transfer tasks to help students gain mastery.)
- School improvement plans and school-identified goals
- Assessments and common assignments

## Implementation Plan

CBSS will establish equity among all schools by forming Vanguard Schools. Vanguard Schools are those schools that have demonstrated high academic needs in addition to the instructional and leadership readiness to shift learning with the essential digital curriculum, implementation of professional development, and technology deployment.

### **Expectations of Vanguard Schools:**

15. Each school's administration must agree to provide a presentation to staff and community regarding the Vanguard School process and expectations. CBSS will provide a presentation in a scripted format to support a systemic message.
16. Each school staff and administration will commit to work with the implementation team to produce an outcome of transformational practices.
17. Each school will continually evaluate student growth.
18. Each school will create a school implementation plan aligned with the City of Baker School System's Digital Learning Plan vision with measurable goals.
19. Each school will hold monthly meetings with Vanguard team and designated digital learning team members to discuss progress and next steps.
20. Each school will have representation at all district Vanguard professional development opportunities.
21. Each school will redesign all school-based professional development opportunities to support digital learning and the essential digital curriculum through PLCs, Principal Led Professional Development Days, and Faculty Meetings.
22. Each school will collect, analyze, and share data as related to school vision and focus of school implementation plan.
23. Each school will identify at least one staff member who will support deployment and continue to provide technical troubleshooting.
24. Each school's staff members will document their Vanguard process with photo/video documentation and share the Vanguard story (social media, newsletters, with peers, in the community, etc.).
25. Each school will host site visits to showcase their student growth with integrated technology.
26. Each principal will conduct informal walkthroughs, giving teachers feedback on lessons through the lens of the essential digital curriculum.
27. Each school will have at least one grade level teacher from each grade participate in curriculum embedded professional development during the 2015-2016 school year.
28. Each school will provide a team of teachers and administrators for the CBSS Summer Innovation Academy (August 2016).

## Implementation Plan

### Vanguard School Digital Device Deployment:

Phase 1	Teacher/Grades	Device	Year
	Teachers	13" MacBook Air	January 2016
Baker Middle	Sixth Grade	11" MacBook Air	August 2016
Bakerfield Elementary	Fourth-Fifth Grades	iPad Air	August 2016
Baker Heights Elementary	Fourth-Fifth Grades	iPad Air	August 2016

Phase 2	Teacher/Grades	Device	Year
Baker Middle	Seventh Grade	iPad Air	August 2017
Bakerfield Elementary	Second-Third Grades	iPad Air	August 2017
Baker Heights Elementary	Second-Third Grades	iPad Air	August 2017

Phase 3	Teacher/Grades	Device	Year
Baker Middle	Eighth Grade	11" MacBook Air	January 2018
Bakerfield Elementary	preK-First Grades	iPad Air	August 2018
Baker Heights Elementary	preK-first Grades	iPad Air	August 2018

### Equity for All Schools:

To provide students with the proper tools to become academically successful, CBSS will establish a redeployment plan of unused digital tools beginning the first year the Vanguard Schools are established. The CBSS technology department will reclaim technology that schools will no longer need and distribute it to school that are not a part of the Vanguard Process.

- Digital equity redeployment will begin in June 2016.
- CBSS technology department will deploy teams to remove all unused technology to be redeployed to schools that have been identified as Phase 2 and Phase 3 schools. Special consideration will apply to Title I purchased tools, PTA purchased tools, etc.
- This process will continue with school not a part of the Vanguard Process in 2017.

## Implementation Plan

### District Professional Development:

Teachers will have the opportunity to participate in job-embedded training to prepare for the digital learning transition.

<p><b>February 2016</b></p>	<p><b>Apple Leadership for Learning Academy</b> The Leadership for Learning Academy will help to implement the Five Best Practices that consistently characterize centers of academic innovation and excellence. The professional development addresses the “Why?” and “How?” of effective technology integration. The results from this PD will offer a shared leadership action plan that’s aligned to school improvement goals.</p>
<p><b>March 2016</b></p>	<p><b>School-Based Professional Development</b> Each Vanguard School will begin reviewing data to determine school needs and then create individual professional development plans based on the different groups established from the data received.</p>
<p><b>April 2016</b>  This professional development will meet twice in the month of April 2016.</p>	<p><b>Apple Certified Trainer</b> Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.</p>
<p><b>May 2016</b>  This professional development will meet twice in the month of May 2016.</p>	<p><b>Apple Certified Trainer</b> Each Vanguard School will have the opportunity to interact with an Apple certified trainer to help strengthen its school focus, work on individual school plans, and adjust school professional development goals.</p>
<p><b>June 2016</b>  <b>Dates:</b></p> <ul style="list-style-type: none"> <li>● June 15 - 18</li> <li>● June 22 - 26</li> <li>● July 6 - 9</li> <li>● July 20 - 23</li> </ul>	<p><b>Essential Curriculum Academy</b> Provide in-depth professional development on understanding essential curriculum, transfer tasks, formative and summative assessments, analyzing school and classroom data, and integration of technology within each area.  *Four sessions held in June/July and a recommendation to all Vanguard Schools will be to send at least one member of each grade level team to one academy.</p>
<p><b>August 2016</b>  <b>Dates:</b></p> <ul style="list-style-type: none"> <li>● August 3 - 6</li> </ul>	<p><b>CBSS Summer Innovation Academy</b> Innovation Academy will guide and support future innovation in CBSS. Participating educators will spend three days designing an integrated challenge-based learning project. On day four, educators will present their projects to a panel of students and district leaders who will provide pre-implementation feedback. Educators will implement their projects with students in the fall and share their results on a follow-up day in late fall 2016.</p>

\*Additional workshops and curriculum planning will be added as needed throughout the entire process of this Digital Learning Plan.

## Implementation Plan

### **Personalized School Professional Development:**

When a school transitions to a Vanguard School, it will have school-embedded support that meets teachers where they are currently with digital learning and supports their continuing growth.

Vanguard Schools will create an Implementation Plan prior to deployment of devices. Plans will be rooted in the CBSS desired outcomes from the Digital Learning Plan. Additional goals may focus on redefining professional development structures within the school, attendance rates, referral rates, or perceptual survey data.

The second component of school plans will be a month-by-month implementation plan that includes all professional development, timelines, responsible staff, and results.

Plans will be reviewed by the school team and facilitated by one of the Digital Learning Team members. This team will meet monthly through the first year of implementation. Based on the school needs, additional district leaders will attend these meetings to provide consultation and support.

### **CBSS Portal:**

The CBSS Portal will continue to serve as a warehouse for curriculum and instruction materials. Exemplar lessons, videos, and other resources will be posted to support teachers and leaders.



## Digital Learning Budget

### Device Totals - Phase 1

School Name	iPads for Students	11" MacBooks for Students	13" MacBooks for Teachers
Baker Heights Elementary	85		16
Bakerfield Elementary	50		9
Baker Middle		63	20
<b>Total Devices</b>	<b>135</b>	<b>63</b>	<b>45</b>

### Cash Payment - Phase 1

School Name	iPads with Cases	11" MacBooks for Students	13" MacBooks for Teachers
Baker Heights Elementary	\$34,340		\$13,600
Bakerfield Elementary	\$20,200		\$7,650
Baker Middle		\$50,400	\$17,000
<b>Total Cash Payment</b>	<b>\$54,540</b>	<b>\$50,400</b>	<b>\$38,520</b>
			<b>\$143,190.00</b>

### Device Totals - Phase 2

School Name	iPads for Students	11" MacBooks for Students	13" MacBooks for Teachers
Baker Heights Elementary	72		
Bakerfields Elementary	34		
Baker Middle			92
<b>Total Devices</b>	<b>106</b>		<b>92</b>

### Cash Payment - Phase 2 Schools

School Name	iPads with Cases	11" MacBooks for Students	13" MacBooks for Teachers
Baker Heights Elementary	\$29,088		
Bakerfields Elementary	\$13,736		
Baker Middle			\$73,600
<b>Cash Payment - Phase 2</b>	<b>\$42,824</b>	<b>\$73,600</b>	
			<b>\$116,424</b>

### Device Totals - Phase 3

School Name	iPads for Students	11" MacBooks for Students	13" MacBooks for Teachers
Baker Heights Elementary	110		
Bakerfields Elementary	79		
Baker Middle			94
<b>Total Devices</b>	<b>189</b>		<b>94</b>

### Cash Payment - Phase 2 Schools

School Name	iPads with Cases	11" MacBooks for Students	13" MacBooks for Teachers
Baker Heights Elementary	\$44,440		
Bakerfields Elementary	\$31,916		
Baker Middle			\$75,200
<b>Cash Payment - Phase 2</b>	<b>\$76,356</b>	<b>\$75,200</b>	
			<b>\$151,556</b>

## Digital Learning Leadership Group

<b>Name</b>	<b>Affiliation/Title</b>
Dr. Herman Brister	Superintendent
Dr. Angela Domingue	Assistant Superintendent
Dr. De'Ette Perry	Supervisor of K-12 Instruction
Mr. John Arrasmith	Principal, Baker Middle
Mrs. LaKesha Penn	Principal, Baker Heights Elementary
Ms. Candace Jenkins	Principal, Bakerfield Elementary

# Rubrics for Evaluating Open Education Resource (OER) Objects

The following rubrics represent an evaluation system for objects found within Open Education Resources. An object could include images, applets, lessons, units, assessments and more. For the purpose of this evaluation, any component that can exist as a stand-alone qualifies as an object. The rubrics in this packet can be applied across content areas and object types.

In general, the rubrics should be applied to the smallest meaningful unit. In some cases, this may be a single lesson or instructional support material, while in others it might be a complete unit of study or set of support materials. If multiple lessons are included in an OER, the reviewer needs to determine if all lessons will be examined, if only those lessons that deal with essential aspects of the curriculum are to be considered, or if it would be best to evaluate random lessons, looking at, for example, every third or fifth lesson.

These rubrics are typically used to rate the potential, not actual, effectiveness of a particular object in a learning environment. Each rubric should be scored independently of the others using the following five scores that describe levels of potential quality, usefulness, or alignment to standards:

- 3: Superior
- 2: Strong
- 1: Limited
- 0: Very Weak / None N/A:  
Rubric Not Applicable

The *not applicable* (N/A) rating should be used any time a particular rubric does not apply to the object being rated. This is not a pejorative score; it simply means it would be inappropriate to apply this rubric to this object. For example, Rubric IV: Quality of Assessment would not be applicable to an object that does not have an assessment component.

The following rubrics are included:

- Rubric I. Degree of Alignment to Standards
- Rubric II. Quality of Explanation of the Subject Matter
- Rubric III. Utility of Materials Designed to Support Teaching
- Rubric IV. Quality of Assessment
- Rubric V. Quality of Technological Interactivity
- Rubric VI. Quality of Instructional and Practice Exercises
- Rubric VII. Opportunities for Deeper Learning
- Rubric VIII. Assurance of Accessibility

# Rubric I: Degree of Alignment to Standards

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This rubric is applied to learning objects that have suggested alignments to standards. It is used to rate the degree to which an individual object actually aligns to each proposed standard. The rubric was designed specifically for the Common Core State Standards, but can be used with any set of standards. Before the rubric can be applied, the assumption is that a user has proposed an alignment between the object and the selected standard(s).

There are two major aspects of standards that are vital to a meaningful alignment review: content and performance expectations. It is important that the *content* addressed in the object matches the content addressed in each proposed standard. Evaluating the alignment of the *performances* required in both the object and the standard is equally essential and should be considered along with the content.

## Rubric I Scoring Guide:

**3:** An object has *superior* alignment only if **both** of the following are true:

- All of the content and performance expectations in the identified standard are completely addressed by the object.
- The content and performance expectations of the identified standard are the focus of the object. While some objects may cover a range of standards that could potentially be aligned, for a superior alignment the content and performance expectations must not be a peripheral part of the object.

**2:** An object has *strong* alignment for either one of two reasons:

- Minor elements of the standard are not addressed in the object.
- The content and performance expectations of the standard align to a minor part of the object.

**1:** An object has *limited* alignment if a significant part of the content or performance expectations of the identified standard is not addressed in the object, as long as there is fidelity to the part it does cover. *For example, an object that aligns to CCSS 2.NBT.2, "Count within 1000; skip-count by 5s, 10s, and 100s," but only addresses counting numbers to 500, would be considered to have limited alignment. The object aligns very closely with a limited part of the standard.*

**0:** An object has *very weak* alignment for either one of two reasons:

- The object does not match the intended standards.
- The object matches only to minimally important aspects of a standard. These objects will not typically be useful for instruction of core concepts and performances covered by the standard.

**N/A:** This rubric does not apply for an object that has no suggested standards for alignment.

## Rubric II: Quality of Explanation of the Subject Matter

---

This rubric is applied to objects designed to explain subject matter. It is used to rate how thoroughly the subject matter is explained or otherwise revealed in the object. Teachers might use this object with a whole class, a small group, or an individual student. Students might use the object to self-tutor. For objects that are primarily intended for teacher use, the rubric is applied to the explanation of the subject matter not to the planning instructions for the teacher.

### Rubric II Scoring Guide:

- 3:** An object is rated *superior* for explanation of subject matter only if **all** of the following are true:
- The object provides comprehensive information so effectively that the target audience should be able to understand the subject matter.
  - The object connects important associated concepts within the subject matter. *For example, a lesson on multi-digit addition makes connections with place value, rather than simply showing how to add multi-digit numbers. Or a lesson designed to analyze how an author develops ideas across extended text would make connections among the various developmental steps and the various purposes the author has for the text.*
  - The object does not need to be augmented with additional explanation or materials.
  - The main ideas of the subject matter addressed in the object are clearly identified for the learner.
- 2:** An object is rated *strong* for explanation of subject matter if it explains the subject matter in a way that makes skills, procedures, concepts, and/or information understandable. It falls short of *superior* in that it does not make connections among important associated concepts within the subject matter. *For example, a lesson on multi-digit addition may focus on the procedure and fail to connect it with place value.*
- 1:** An object is rated *limited* for explanation of subject matter if it explains the subject matter correctly but in a limited way. This cursory treatment of the content is not sufficiently developed for a first-time learner of the content. The explanations are not thorough and would likely serve as a review for most learners.
- 0:** An object is rated *very weak or no value* for explanation of subject matter if its explanations are confusing or contain errors. There is little likelihood that this object will contribute to understanding.
- N/A:** This rubric is *not applicable* (N/A) for an object that is not designed to explain subject matter, for example, a sheet of mathematical formulae or a map. It may be possible to apply the object in some way that aids a learner's understanding, but that is beyond any obvious or described purpose of the object.

# Rubric III: Utility of Materials Designed to Support Teaching

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This rubric is applied to objects designed to support teachers in planning or presenting subject matter. The primary user would be a teacher. This rubric evaluates the potential utility of an object at the intended grade level for the majority of instructors.

## Rubric III Scoring Guide:

- 3:** An object is rated *superior* for the utility of materials designed to support teaching only if **all** of the following are true:
- The object provides materials that are comprehensive and easy to understand and use.
  - The object includes suggestions for ways to use the materials with a variety of learners. These suggestions include materials such as “common error analysis tips” and “precursor skills and knowledge” that go beyond the basic lesson or unit elements.
  - All objects and all components are provided and function as intended and described. For example, the time needed for lesson planning appears accurately estimated, materials lists are complete, and explanations make sense.
  - For larger objects like units, materials facilitate the use of a mix of instructional approaches (direct instruction, group work, investigations, etc.).
- 2:** An object is rated *strong* for the utility of materials designed to support teaching if it offers materials that are comprehensive and easy to understand and use but falls short of “superior” for either one of two reasons:
- The object does not include suggestions for ways to use the materials with a variety of learners (e.g., error analysis tips).
  - Some core components (e.g., directions) are underdeveloped in the object.
- 1:** An object is rated *limited* for the utility of materials designed to support teaching if it includes a useful approach or idea to teach an important topic but falls short of “strong” for either one of two reasons:
- The object is missing important elements (e.g. directions for some parts of a lesson are not included).
  - Important elements do not function as they are intended to (e.g. directions are unclear or practice exercises are missing or inadequate). Teachers would need to supplement this object to use it effectively.
- 0:** An object is rated *very weak or no value* for the utility of materials designed to support teaching if it is confusing, contains errors, is missing important elements, or is for some other reason simply not useful, in spite of an intention to be used as a support for teachers in planning or preparation.
- N/A:** This rubric is *not applicable* (N/A) for an object that is not designed to support teachers in planning and/or presenting subject matter. It may be possible that an educator could find an application for such an object during a lesson, but that would not be the intended use.

## Rubric IV: Quality of Assessments

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This rubric is applied to those objects designed to determine what a student knows before, during, or after a topic is taught. When many assessment items are included in one object, as is often the case, the rubric is applied to the entire set.

### Rubric IV Scoring Guide:

- 3:** An object is rated *superior* for the quality of its assessments only if **all** of the following are true:
- All of the skills and knowledge assessed align clearly to the content and performance expectations intended, as stated or implied in the object.
  - Nothing is assessed that is not included in the scope of intended material unless it is differentiated as extension material.
  - The most important aspects of the expectations are targeted and are given appropriate weight/attention in the assessment.
  - The assessment modes used in the object, such as selected response, long and short constructed response, or group work require the student to demonstrate proficiency in the intended concept/skill.
  - The level of difficulty is a result of the complexity of the subject-area content and performance expectations and of the degree of cognitive demand, rather than a result of unrelated issues (e.g. overly complex vocabulary used in math word problems).
- 2:** An object is rated *strong* for the quality of its assessments if it assesses all of the content and performance expectations intended, but the assessment modes used do not consistently offer the student opportunities to demonstrate proficiency in the intended concept/skill.
- 1:** An object is rated *limited* for the quality of its assessments if it assesses some of the content or performance expectations intended, as stated or implicit in the object, but omits some important content or performance expectations and/or fails to offer the student opportunities to demonstrate proficiency in the intended content/skills.
- 0:** An object is rated *very weak or no value* for the quality of its assessments if its assessments contain significant errors, do not assess important content/skills, are written in a way that is confusing to students, or are unsound for other reasons.
- N/A:** This rubric is *not applicable* (N/A) for an object that is not designed to have an assessment component. Even if one might imagine ways an object could be used for assessment purposes, if it is not the intended purpose, *not applicable* is the appropriate score.

## Rubric V: Quality of Technological Interactivity

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This rubric is applied to objects designed with a technology-based interactive component. It is used to rate the degree and quality of the interactivity of that component. “Interactivity” is used broadly to mean that the object responds to the user, in other words, it behaves differently based on what the user does. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.

### Rubric V Scoring Guide:

- 3:** An object, or interactive component of an object, is rated *superior* for the quality of its technological interactivity only if **all** of the following are true:
- The object is responsive to student input in a way that creates an individualized learning experience. This means the object adapts to the user based on what s/he does, or the object allows the user some flexibility or individual control during the learning experience.
  - The interactive element is purposeful and directly related to learning.
  - The object is well-designed and easy to use, encouraging learner use.
  - The object appears to function flawlessly on the intended platform.
- 2:** An object, or interactive component of an object, is rated *strong* for the quality of its technological interactivity if it has an interactive feature that is purposeful and directly related to learning, but does not provide an individualized learning experience. Similarly to the *superior* objects, *strong* interactive objects must be well designed, easy-to-use, and function flawlessly on the intended platform. Some technological elements may not be directly related to the content but for a *strong* rating they must not detract from the learning experience. These kinds of interactive elements, including earning points or achieving levels for correct answers, might be designed to increase student motivation and to build content understanding by rewarding or entertaining the learner, and may extend the time the user engages with the content.
- 1:** An object, or interactive component of an object, is rated *limited* for the quality of its technological interactivity if its interactive element does not relate to the subject matter and may detract from the learning experience. These kinds of interactive elements may slightly increase motivation but do not provide strong support for understanding the subject matter addressed in the object. It is unlikely that this interactive feature will increase understanding or extend the time a user engages with the content.
- 0:** An object, or interactive component of an object, is rated *very weak or no value* for the quality of its technological interactivity if it has interactive features that are poorly conceived and/or executed. The interactive features might fail to operate as intended, distract the user, or unnecessarily take up user time.

# Rubric VI: Quality of Instructional and Practice Exercises

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This rubric is applied to objects that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. The purpose of these exercises is to deepen understanding of subject matter and to routinize foundational skills and procedures. When concepts and skills are introduced, providing a sufficient number of exercises to support skill acquisition is critical. However when integrating skills in complex tasks, the number of exercise problems is less important than their richness. These types of practice opportunities may include as few as one or two instructional exercises designed to provide practice applying specific concepts and/or skills. Sets of practice exercises are treated as a single object, with the rubric applied to an entire group.

## Rubric VI Scoring Guide:

- 3:** An object is rated *superior* for the quality of its instructional and practice exercises only if all of the following are true:
- The object offers more exercises than needed for the average student to facilitate mastery of the targeted skills, as stated or implied in the object. For complex tasks, one or two rich practice exercises may be considered more than enough.
  - The exercises are clearly written and supported by accurate answer keys or scoring guidelines as applicable.
  - There are a variety of exercise types **and/or** the exercises are available in a variety of formats, as appropriate to the targeted concepts and skills. For more complex practice exercises the formats used provide an opportunity for the learner to integrate a variety of skills.
- 2:** An object is rated *strong* for the quality of its instructional and practice exercises if it offers only a sufficient number of well-written exercises to facilitate mastery of targeted skills, which are supported by accurate answer keys or scoring guidelines, but there is little variety of exercise types or formats.
- 1:** An object is rated *limited* for the quality of its instructional and practice exercises if it has some, but too few exercises to facilitate mastery of the targeted skills, is without answer keys, and provides no variation in type or format.
- 0:** An object is rated *very weak or no value* for the quality of its instructional and practice exercises if the exercises provided do not facilitate mastery of the targeted skills, contain errors, or are unsound for other reasons.

**N/A:** This rubric is *not applicable* (N/A) to an object that does not include opportunities to practice targeted skills.

## Rubric VII: Opportunities for Deeper Learning

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This rubric is applied to objects designed to engage learners in at least one of the following deeper learning skills, which can be applied across all content areas:

- Think critically and solve complex problems.
- Work collaboratively.
- Communicate effectively.
- Learn how to learn.
- Reason abstractly.
- Construct viable arguments and critique the reasoning of others.
- Apply discrete knowledge and skills to real-world situations.
- Construct, use, or analyze models.

### Rubric VII Scoring Guide:

- 3:** An object is rated *superior* for its opportunities for deeper learning only if **all** of the following are true:
- At least three of the deeper learning skills from the list identified in this rubric are required in the object.
  - The object offers a range of cognitive demand that is appropriate and supportive of the material.
  - Appropriate scaffolding and direction are provided.
- 2:** An object is rated *strong* for its opportunities for deeper learning if it includes one or two deeper learning skills identified in this rubric. *For example, the object might involve a complex problem that requires abstract reasoning skills to reach a solution.*
- 1:** An object is rated *limited* for its opportunities for deeper learning if it includes one deeper learning skill identified in the rubric but is missing clear guidance on how to tap into the various aspects of deeper learning. *For example, an object might include a provision for learners to collaborate, but the process and product are unclear.*
- 0:** An object is rated *very weak* for its opportunities for deeper learning if it appears to be designed to provide some of the deeper learning opportunities identified in this rubric, but it is not useful as it is presented. *For example, the object might be based on poorly formulated problems and/or unclear directions, making it unlikely that this lesson or activity will lead to skills like critical thinking, abstract reasoning, constructing arguments, or modeling.*

## Rubric VIII: Assurance of Accessibility Standards

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This rubric is used to assure materials are accessible to all students, including students identified as blind, visually impaired or print disabled, and those students who may qualify under the Chafee Amendment to the U.S. 1931 Act to Provide Books to the Adult Blind as Amended. It was developed to assess compliance with U.S. standards and requirements, but could be adapted to accommodate differences in other sets of requirements internationally.

Accessibility is critically important for all learners and should be considered in the design of all online materials. Identification of certain characteristics will assist in determining if materials will be fully accessible for all students. Assurance that materials are compliant with the standards, recommendations, and guidelines specified assists educators in the selection and use of accessible versions of materials that can be used with all students, including those with different kinds of challenges and assistive devices.

The Assurance of Accessibility Standards Rubric does not ask reviewers to make a judgment on the degree of object quality. Instead, it requests that a determination (yes/no) of characteristics be made that, together with assurance of specific Standards, may determine the degree to which the materials are accessible. Only those who feel qualified to make judgments about an object's accessibility should use this rubric.

### Rubric VIII Scoring Guide (see table next page):

- Yes:** The object displays the characteristic or complies with the standards, recommendations or guidelines.
- No:** The object does NOT display the characteristic or comply with the standards, recommendations or guidelines.
- Comment:** Comments on Rubric 8 Object determination may include notes that describe the reason materials do not comply with the standard, recommendations or guidelines or further description that may clarify the characteristics of the object.

	YES/NO/NA	Comment or Explanation	Organization that Maintains the Standard
Available in Tagged PDF Format			<a href="#">Adobe</a>
Available in ePUB Format			<a href="#">International Digital Publishing Form</a>
Accessible Course within an Open Learning Management System (LMS)			<a href="#">Moodle</a>
Accessible Course within another Learning Management System (LMS)			LMS Provider
Available in an accessible media format and includes alternate text or subtitles			Provider or Publisher
Includes alternative text (image)			Provider or Publisher
Includes captions and subtitles (video)			Provider or Publisher
Includes flash accessibility functions (SWF)			Adobe
Includes functionality that provide accessibility			Provider or Publisher
Complies with WC3 WCAG2 Recommendations for web pages			WC3 Recommendations
Compliant with Section 508 of the Rehabilitation Act			<a href="#">US Government</a>
Is accessible as determined by Utah State WebAIM Web Accessibility Evaluation (WAVE) Tool			Utah State <a href="#">WebAIM</a>
Available in National Accessible Instructional Materials Standard (NIMAS) Format – Accessible XML			<a href="#">NIMAS Center at CAST</a>
Complies with Audio/Video Cassette Production Standards			ITA Standards
Complies with DVD/DVD-ROM Production Standards			DVD Forum Specifications
Complies with Blue-ray Disk Production Standards			UDF 2.5 – Blue-ray Disk Association
Complies with NCAM Guidelines for Movies, Web and Multimedia			<a href="#">NCAM Guidelines</a>

**Additional references for accessibility:**

Accessible Instructional Materials at the Center for Applied Special Technology

- [http://aim.cast.org/learn/e-resources/accessibility\\_resources](http://aim.cast.org/learn/e-resources/accessibility_resources) National Center for Accessible Media

- <http://ncam.wgbh.org/about/accessibility-links>

Accessible Publishing: Best Practice Guidelines for Publishers.

-PDF: <http://www.editeur.org/109/Enabling-Technologies-Framework/>

-HTML: <http://www.editeur.org/files/Collaborations/Accessibility/WIPO.html>

# One-to-One Institute

Igniting 21<sup>st</sup> Century Learning

AUGUST  
2015

CITY OF BAKER SCHOOL DISTRICT  
INFORMATION FOR DISTRICT GRANT PROPOSAL



**Prepared for:** Dr. Angela Domingue, Assistant Superintendent

**Prepared by:** Dr. Michael Gielniak, One-to-One Institute

## **Contact**

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(586) 216-1996

## **OTO Overview**

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One-to-One Institute (OTO) is a non-profit dedicated to transforming learning through the creation of successful, sustainable 1:1 programs. OTO has developed the 1:1 Implementation Protocol™ designed to guide the planning and implementation process, as well as the development of leadership and instructional practices that will lead to a successful and sustainable 1:1 program. OTO is the only organization in the world to design a comprehensive approach to 1:1 implementation based on Project RED's 9 Key Implementation Factors and OTO's 7 Implementation Components.

OTO's 1:1 Implementation Protocol includes:

1. Vision and strategic action plans
2. Leadership development
3. Meaningful integration of technology, standards, curriculum and instruction
4. Transformation of teaching and learning that leads to student achievement and development of 21<sup>st</sup> century skills
5. Personalization of student learning
6. Development of district capacity to sustain the initiative

As part of our protocol we engage key district leaders/stakeholders through long-term, collaborative relationships for visioning, strategic planning, leadership guidance and mentoring, and professional development. We facilitate a focus on 1:1 and district goals to drive our customized support for administrators, technology staff and teachers. The core of our work is to ensure meaningful, transformative technology integration practices. Co-authors of Project RED, we put research into practice. Content is customized through collaborative processes. A pre-assessment rubric guides understanding of the district's status, goals and gaps. A learning community of practice is created for ongoing dialogue and sharing, and our train-the-trainer model is used to ensure district capacity for continued growth.

## **Historical background of One-to-One Institute**

One-to-One Institute (OTO) emerged from Michigan's successful one-to-one program, Freedom to Learn (FTL). FTL was a \$40M, statewide initiative, aimed at providing all learners with personal, portable technology in order to well prepare Michigan's students for their present and future success. Three years of research, performed by the University of Memphis's Center for Research in Education Policy, demonstrated the efficacy of the program. FTL learners outperformed their control group counterparts and national norms in the following areas: problem-solving, writing, collaboration, meaningful use of technologies, efficient use of productivity tools, project-based learning, independent inquiry, multi-disciplinary integration, high level questioning, and students' discussion.

Michigan's legislators were determined to amplify these qualities into more districts state and nation-wide. They provided for the creation of a non-profit (One-to-One Institute) to ensure this important work would be accomplished. For the past 9 years, OTO has designed, developed and delivered services, professional learning and consultancies that incorporate all the critical factors needed for successful one-

to-one implementations. A key component is the focus on high quality leadership to ensure these factors are attended to, maintained and sustained.

### **Ongoing Leadership Support**

1. Initial Leadership session

The OTO Initial Leadership Session is intended as a full day meeting with central office administrators and building principals to start the district on a path to success by building consensus around the vision, examining 1:1 implementation best practices, assessing the districts gaps and needs in strategic planning, and identifying the essential next steps. The work during the Initial Leadership Session is broken down into 7 school systems that have been identified through OTO's internal research, and include:

- Leadership
- Finance
- Infrastructure
- Communication
- Curriculum and Instruction
- Professional Development
- Assessment and Evaluation

2. Central Leadership Consulting

- Monthly conference calls to guide strategic planning, and implementation, and to the development of change leadership throughout the district
- Consulting, as needed, on issues identified by the district

3. Principal Leadership Support

OTO's co-authored research, Project RED, clearly articulates the importance of principal leadership to the successful implementation of education technology. Transforming learning and personalizing the learning experience through technology is a 2<sup>nd</sup> order change, and the principal must facilitate this change. This can be very challenging for teachers and principals need to have the tools and support to be successful.

There are three components to the Principal Leadership Support program:

- Initial meeting and relationship building
- Monthly virtual mentorship
- Bi-annual classroom walkthroughs with the principal and OTO Leadership Consultant

### **Teacher Ongoing Development**

Discrete and embedded teacher professional learning is a key element of the 1:1 Implementation Protocol. OTO provides teacher professional learning experiences through OTO's Immersion Training, shoulder-to-shoulder coaching, and a train-the-trainers program. OTO also works with the district to create effective professional learning communities for all teachers. The professional learning includes the basic tools and skills necessary to create a student-centered environment and to meaningfully integrate technology into instruction.

## Estimated Cost

Description	Quantity	Expense
Annual Administration Fee	1	2,000.00
1 Day Leadership Development (Includes travel expenses)	1	3,000.00
Leadership ongoing consulting	10 hours x \$150 per hour	1,500.00
Principal Leadership Support (Virtual Mentorship) (1 principal x 8 monthly sessions)	8 hours x \$150 per hour	1,200.00
Principal Walkthrough and debrief	3,000 x 1 day	3,000.00
Immersion Training for Teachers (includes travel expenses)	2,200 per day x 2 days x 1 cohort (25 teachers)	4,400.00
Shoulder-to-Shoulder Coaching for Teachers (includes travel expenses)	2,200 per day x 5 days (5 teachers per day)	11,000.00
Train-the-trainer Program	2,200 per day x 2 days	4,400.00
Total		30,500.00