

## **Appendix B: Comprehensive Support and Intervention Assurances**

The following assurances indicate support of the Board of Education (BOE), Local Education Agency (LEA), and School Leadership for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years in the areas specified. By signing these assurances, the parties agree to three years full participation in the **Comprehensive Support and Improvement Evidence-Based Intervention Implementation**.

If at any time a signed party does not adhere to the agreed assurances, the Request for Application will be deemed incomplete.

**LEA:**

### **The Board of Education commits to the following:**

1. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
  - a. The BOE assures that it was involved in the discussion and application process with the LEA applying on behalf of eligible schools and supports the application/s.
  - b. The BOE commits to supporting the superintendent in modifying practice and policy, if necessary, to enable schools and teachers to fully participate and implement evidence-based interventions.
  - c. The BOE commits to flexibility in scheduling as it relates to evidence-based intervention activities, to include but not limited to allocating time for professional development and collaboration.
  - d. The BOE supports the use of summative and formative assessments to assess student proficiency and reviews LEA and school growth regularly to inform superintendent's progress toward LEA proficiency targets.
  - e. The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.

### **The LEA commits to the following:**

1. Assuring that each school the LEA proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under Title 1, Part A, Sec. 1003a
2. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
  - a. Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA's strategic plan
  - b. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
  - c. Put into place rigorous and aligned interim assessments 3-4 times per year along with efficient data collection and distribution for use at the school level
  - d. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school
  - e. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA

3. Ensure that conditions are in place at the school level to support turnaround, including:
  - a. Rigorous aligned interim assessments 3-4 times per year
  - b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
  - c. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
  - d. Structured weekly collaboration time for ongoing data analysis by PLCs
  - e. Student and staff culture of learning
  - f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
5. Develop a sustainability plan prior to the end of Year 3

**School Leadership Commits to the Following:**

1. Partner with LEA leadership to create and/or align systems at the school level to support a 90-day plan aligned with the LEA's strategic plan, including:
  - a. Rigorous aligned interim assessments 3-4 times per year
  - b. Timely dissemination of interim assessment data to teachers
  - c. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader(principal, assistant principal, instructional coach) analysis meetings
  - d. Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings
  - e. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
  - f. Student and staff culture of learning
  - g. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention

*Burton*

2-23-18

President, Board of Education Signature

Date

*S. Vicenti*

2-23-18

Superintendent Signature

Date

*S. Vicenti*

2-23-18

School Leadership Signature

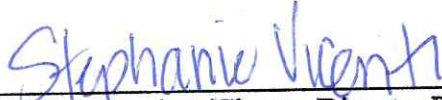
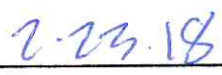
Date





**Appendix B: Certification and Approval**

I hereby certify that I am the applicant's Superintendent/Charter Director, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

	
Superintendent/Charter Director Printed Name	Date



	
Superintendent/Charter Director Signature (blue ink)	Date

**Certification and Approval**

I hereby certify that I am the applicant's School Board President, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

	
Board President Printed Name	Date

	
Board President Signature (blue ink)	Date