

**GALLUP-MCKINLEY COUNTY SCHOOLS**  
**PROCUREMENT OFFICE**  
**P.O. Box 1318**  
**GALLUP, NEW MEXICO 87305-1318**

Amendment No. One (1)

RFP No. RFP-351-18BP

THE FOLLOWING REVISIONS, ADDITIONS AND/OR CLARIFICATIONS SHALL FORM A PART OF THE CONTRACT DOCUMENTS AND EACH BIDDER SHALL INDICATE ON THEIR BID, THE RECEIPT OF THIS NUMBERED AMENDMENT. REVISIONS, ADDITIONS, AND/OR CLARIFICATIONS ARE AS FOLLOWS:

This Amendment consists of a total of three (3) pages and three (3) attachments.

Attached is the following change:

1. REVISED Appendix "A" Cost Proposal Form (Attached)

Attached is the following clarifications:

1. Questions received and the District's responses (Includes two (2) attachments)

Offerors are cautioned that information obtained and not ratified by Amendment is not to be relied upon for purposes of this solicitation. Thus, only information provided by the Procurement Office in written form may be relied upon for your submission.

**The Proposal Receiving Date and Time has been extended to June 26, 2018, 2:00 PM (Local)**

DATE: June 14, 2018

BY/S/  \_\_\_\_\_

Marco A. Abeita, Procurement Director

Acknowledge

Receipt No. 1.

BY/S/ \_\_\_\_\_

Authorized Signature of Firm/Offeror

**[RETURN ONE (1) COPY WITH PROPOSAL]**

**GALLUP-McKINLEY COUNTY SCHOOLS**  
**COACHING, FEEDBACK, AND SUPPORT**  
**FOR SCHOOL LEADERSHIP PERSONNEL**  
**RFP-351-18BP**

THE CLARIFICATIONS TO THE SOLICITATION ARE AS FOLLOWS:

1. Questions received and the District's responses

**A. Regarding Proposal Format**

**Section IV, Response Format and Organization, C. Proposal Format, page 17:** All proposals must be typewritten or printed and limited to 20 sheet faces of text and/or graphic material on standard 8.5 x 11 paper and placed in a binder with labels identifying each section.

Proposal Organization- The proposal must be organized and index in the following format and must contain, at minimum, all listed items in the sequence indicated:

- a. Letter of Transmittal
- b. Table of Contents
- c. Acceptance of Conditions Governing the Procurement
- d. Proposal Summary - Introduction (optional)
- e. Evidence - Business Specifications Corporate Background - Key Personnel
- f. Specifications Detailed Scope of Work
- g. Scheduling
- h. Prior Project Performance and References
- i. Other Supporting Materials
- j. W9
- k. Campaign Contribution Disclosure Form (Appendix C)
- l. Cost Proposal (Appendix A)

**Questions:** RFP page 17, C. Proposal Format

1. The RFP states that the proposal is limited to twenty (20) sheet faces of text (p17, section C). Can you please clarify what sections are to be included in the 20 pages? For example, do the letter of transmittal, table of contents, and forms (i.e. W-9, Appendix C, and the Acceptance of Conditions Governing the Procurement), the Optional Proposal Summary-Introduction, Other Supporting Materials, and Cost Proposal (which is to submitted separately) count toward the 20-page page limit?

**As listed in the Proposal documents, Section IV, Response Format and Organization, C. Proposal Format, page 17: items e., f., g., h., and i., count toward, and should not exceed, 20 pages.**

2. If resumes are provided for "Key Personnel" can the resumes be included in an Appendix? If so, do the resumes in an Appendix count toward the 20-page page limit?

**"APPENDIX" EXAMPLES MAY NOT BE INCLUDED. The limit is 20 pages with the exception of required forms. ALL OTHER CATALOGS OR INFORMATION WILL NOT BE CONSIDERED AND WILL RESULT IN A DEDUCTION OF SEVENTY-FIVE (75) POINTS.**

3. Are the appendix (A & C) and page 10 (ACCEPTANCE OF CONDITIONS GOVERNING PROCUREMENT REP-351-18BP) consider to be part of the allowable 20 pages?  
**These documents are required and not to be included in the 20 pages.**

## **B. Regarding Coaching, Feedback, and Support for School Leadership Personnel**

**Questions:** RFP page 15, II. SCOPE OF WORK, C., 1. Work with District leadership to review existing needs using the District's next step plan and the District instructional expectations to identify priority areas to build capacity in high leverage areas.

1. Where can we access a document outlining the District Instructional Expectations?
2. Where can I find the district's Next Step Plan and the District Instructional Expectations?
3. Would it be possible to obtain a copy of the District's next step plan? What are the District's instructional expectations?

**Attached (two (2) attachments) to this Amendment are the District instructional expectations and next step plan for the current 17-18 school year.**

**Questions:** General

1. What is your budget allocation for this initiative?  
**The budget for this initiative is \$150,000.**
2. What percentage of the overall scope of work does Gallup-McKinley County Schools see being dedicated to supporting the assistant principals and school leader interns versus the principals and instructional coaches?  
**The percentage of the overall scope of work is expected to be equal. The training is different, but we expect the same amount of time dedicated to both groups.**
3. Has a needs assessment for the district/campuses been conducted? Or does the district expect the vendor to conduct the needs assessment for each campus?  
**A needs assessment is not necessary as we know via the documents attached what our needs are and our plan to accomplish them.**



Gallup-McKinley County Schools  
 District Comprehensive Expectations  
 SY 2017-18



Strategic Area	HOUSSE DOMAIN INDICATOR	Foundational Expectations	Core Expectations	Deep Expectations
<p>GMCS encourages a focus on “Foundational Expectations” and accelerating towards “Core Expectations” and then to “Deep Expectations” over time.            HOUSSE Domain Key: IL- Instructional Leadership; C- Communication; PD- Professional Development; OM- Operation Management; SRSS- Scope of Responsibility in Secondary Schools</p>				
<p><b>Assessment</b></p>	<p><b>IL:</b> 1.1, 1.2,  <b>C:</b> 2.1, 2.6, 2.7  <b>OM:</b> 4.3, 4.4</p>	<p><b>The instructional leader, in collaboration with the BTC, will coordinate all District and State mandated assessments within the designated testing windows.</b></p> <ul style="list-style-type: none"> <li>Actively involved in and responsible for successful implementation of assessments (ACCESS/WIDA, ECOT, PARCC, NMSBA, NMAPA, SRI, iStations, etc...)</li> <li>Ensures all documented student accommodations are provided on every assessment and are appropriate and updated when necessary</li> <li>Communicates the importance of progress monitoring, through assessments, to all stakeholders</li> <li>Ensures two-to-three-week core reading and math curriculum-based measures are implemented and aligned to the YAG and curriculum</li> <li>Develop and implement a site-based plan for use of formative assessment to monitor student progress toward mastery, inform instruction and interventions, including for diverse populations (Tier 1, Tier 2, and Tier 3).</li> <li>Ensure all assessment administrators receive/attend ongoing training and follow-up observations on standard administration procedures, scoring, and data interpretation on all measures.</li> <li>Ensure progress-monitoring measures are administered formatively, as necessary, to all students.</li> <li>Ensure student performance data are analyzed in timely, meaningful manner and routinely used by</li> </ul>	<p><b>The instructional leader, in collaboration with the BTC, will coordinate all District and State mandated assessments within the designated testing windows.</b></p> <ul style="list-style-type: none"> <li>Ensures two-to-three-week core reading and math curriculum based measures are designed by teachers using the YAG and curriculum. (PARCC format and writing rubrics)</li> <li>Ensures classroom teachers are utilizing daily formative assessments to check for student understanding</li> </ul>	<p><b>School-wide assessment structures are fluid and sustainable.</b></p> <ul style="list-style-type: none"> <li>All teachers create common two-to-three-week CBMs (PARCC format and PARCC ELA writing rubrics)</li> <li>For smaller schools, teachers will collaboratively design two-three-week CBM's with P/IC/AP/ or other grade level colleagues</li> </ul>

		<p>grade or department-level teams/professional learning communities to for education decision making.</p> <ul style="list-style-type: none"> <li>Use summative data for decision making at school, department, grade, and student levels (K-12).</li> <li></li> </ul>		
<b>Data-Driven Instruction</b>	<p><b>IL:</b> 1.1, 1.2, 1.4  <b>C:</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7  <b>PD:</b> 3.1, 3.2, 3.3  <b>SRSS:</b> 5.2, 5.3</p>	<p><b>The instructional leader will develop and utilize processes &amp; protocols to analyze data:</b></p> <p><b>Interim Data Day:</b></p> <ul style="list-style-type: none"> <li>Ensures that the interim assessments are shared at the beginning of each quarter for backwards planning</li> <li>Ensures the use of the district interim data system and reports to analyze and complete the Interim Teacher Action Plans (ITAPs)</li> <li>Present/Share interim data analysis with their Director of Instruction (DI) and peer instructional leaders <ul style="list-style-type: none"> <li>After each interim assessment data day</li> <li>Power point presentation/Prezi, etc.</li> <li>Copy of data/analysis for each participant</li> </ul> </li> </ul> <p><b>90-Minute Weekly Data Meetings:</b></p> <ul style="list-style-type: none"> <li>Schedule a weekly 90-minute block for data analysis and activities tied to the data. <ul style="list-style-type: none"> <li>Data includes assessments, walk-through, feedback, attendance, etc...</li> <li>Professional development will be tied to data-based needs</li> </ul> </li> </ul>	<p><b>The instructional leader will develop and utilize processes &amp; protocols to analyze data:</b></p> <p><b>Interim Data Day:</b></p> <ul style="list-style-type: none"> <li>Designing of lesson plans, assessments, interventions, and determine resources and monitor effectiveness of school-level instructional practices</li> <li>Use of interim assessment data to scaffold learning and differentiate for small group and interventions.</li> <li>Assist teaching staff in setting predictive achievement/growth goals for the interim assessment (minimum of 10% growth).</li> <li>School-wide achievement goals are posted and discussed with stakeholders.</li> </ul> <p><b>90-Minute Weekly Data Meetings:</b></p> <ul style="list-style-type: none"> <li>Individual student results from multiple types of assessments are regularly reported and used to drive instruction. (e.g., daily formative assessments exit tickets, attendance, SRI, iStations, WIDA/ACCESS, AimsWeb, ECOT, PARCC, NMSBA, NMAPA, etc...)</li> <li>Teacher created two-to-three-week CBMs which are utilized for backward design planning and lesson delivery. (PARCC format and writing rubrics)</li> </ul>	<p><b>The instructional leader will support and guide staff to a deeper understanding of data-driven instruction through:</b></p> <ul style="list-style-type: none"> <li>The establishment of individual student goals</li> <li>Analysis of all teachers created common two-to-three-week CBMs (PARCC format and PARCC ELA writing rubrics) to drive next steps in instruction</li> </ul>
<b>Collaboration</b>	<p><b>IL:</b> 1.1, 1.3, 1.4  <b>C:</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7  <b>PD:</b> 3.1, 3.2, 3.3, 3.4  <b>OM:</b> 4.1  <b>SRSS:</b> 5.2, 5.3</p>	<p><b>Develop Core (Instructional-based) Leadership Teams that collaborate to develop 90-Day DASH Plan.</b></p> <ul style="list-style-type: none"> <li>Meet regularly to monitor progress of 90-Day DASH Plan</li> </ul> <p><b>School master schedules to include a 90-minute weekly data meeting:</b></p> <ul style="list-style-type: none"> <li>Principal, AP, IC's participate in planning</li> </ul>	<p><b>Core (Instructional-based) Leadership Teams collaborate to develop 90-Day DASH Plan.</b></p> <ul style="list-style-type: none"> <li>Members help in planning 90-minute weekly meetings, PD, and 9-week interim data day</li> </ul> <p><b>90-minute Weekly Meetings:</b></p> <ul style="list-style-type: none"> <li>Leadership teams participate in planning</li> </ul>	<p><b>School-wide collaboration structures are fluid and sustainable.</b></p> <p><b>90-minute Weekly Meetings:</b></p> <ul style="list-style-type: none"> <li>Teachers participate in planning</li> <li>Analyze student work (exemplars) to determine instructional gaps</li> <li>Share effective instructional strategies</li> </ul>

		<ul style="list-style-type: none"> <li>• Core / elective/ sped /NL &amp; C/ 520 teachers purposefully organized into meaningful teams</li> <li>• Protocols created to ensure meetings have clear purpose and measurable outcomes; data, norms, agendas, minutes</li> <li>• Data can include assessments, walk-through, feedback, attendance, discipline, effectiveness of accommodations/ interventions, etc...</li> <li>• Professional development will be tied to data-based needs</li> </ul>	<ul style="list-style-type: none"> <li>• Protocols to ensure meetings are co-facilitated by administration and school-based instructional leaders.</li> <li>• Use items from data driven instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Plan differentiated instruction in Tier I</li> <li>• PD related to instruction/data results, when appropriate</li> </ul> <p><b>Collaboration calendar that includes dates and purpose of weekly/bimonthly PLC meetings (outside the weekly 90-minute meetings)*</b></p> <ul style="list-style-type: none"> <li>• Initial development of a weekly horizontal/vertical collaboration schedule for discussions that include a review of real-time data and progress indicators</li> </ul>
<p><b>Core Instructional Delivery</b></p>	<p><b>IL:</b> 1.1, 1.2, 1.3, 1.4  <b>C:</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7  <b>PD:</b> 3.1, 3.2, 3.3, 3.4  <b>OM:</b> 4.1, 4.2, 4.3, 4.4  <b>SRSS:</b> 5.1, 5.2, 5.3</p>	<p>The instructional leader provides a clear vision as to how instruction should be addressed in the school.</p> <ul style="list-style-type: none"> <li>• All core teachers will utilize and align classroom instruction to the GMCS YAG (Year-at-a-Glance) and curriculum</li> <li>• Monitor and evaluate teacher progress towards effectiveness using CWT tool with feedback</li> <li>• Ensure that in elementary, the school uses time allocated for reading instruction to provide both whole-class and small- group instruction to all students daily.</li> <li>• Ensure that core, supplemental, and interventions materials and programs are implemented with fidelity and monitored with multiple data points for effectiveness.</li> </ul> <p>The instructional leader is aware of predominant instructional practices throughout the school in order to provide appropriate support:</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Support in the use of resources; for example: use of instructional coach, NL &amp; C teachers, and coaches (including 520 licensed), CCSS novels, manipulatives, culturally relevant materials, etc...</li> <li>• Budgets aligned to school-wide goal</li> <li>• Processes/procedures to ensure IEP is appropriately developed, implemented, and monitored (eg. Least Restrictive Environment,</li> </ul>	<p>The instructional leader provides a clear vision as to how instruction should be addressed in the school.</p> <ul style="list-style-type: none"> <li>• New initiatives are prioritized and limited in number to support the YAG and curriculum</li> <li>• Monitor and evaluate teacher progress towards effectiveness or higher using CWT tool with feedback</li> <li>• Model effective instructional practices</li> <li>• Ineffective instructional practices are recognized and corrected through modeling and coaching</li> <li>• Monitor implementation of professional development</li> <li>• Additional hour for ELD instruction for ELL students</li> </ul>	<p>The instructional leader ensures:</p> <ul style="list-style-type: none"> <li>• Effective instructional practices are modeled and monitored through coaching</li> <li>• Instructional resources are continually evaluated to ensure that it remains focused on instructional growth goals</li> <li>• A schoolwide framework for whole school positive behavior plan and RTI to support student needs</li> </ul>

		<p>IDEA, accommodations, on time graduation, etc.)</p> <ul style="list-style-type: none"> <li>Provision of appropriate resources and materials to exceptional students (ELL, SAT, 504, Sped, GATE, NL &amp; C, etc.) to include: <ul style="list-style-type: none"> <li>Monitoring accommodations/modifications in classroom instruction and assessments</li> </ul> </li> </ul>		
<b>Observation and Feedback</b>	<p><b>IL:</b> 1.1, 1.2, 1.3 <b>C:</b> 2.1, 2.3, 2.4, 2.5 <b>PD:</b> 3.1, 3.2, 3.3, 3.4 <b>SRSS:</b> 5.2, 5.3</p>	<p><b>CWTs with 3-Step Feedback Protocol</b></p> <ul style="list-style-type: none"> <li>All building level instructional leaders calibrate walkthroughs using Google CWT and staging document</li> <li>Locked-in schedules for CWTs and feedback sessions for all instructional leaders; shared with Director of Instruction and school secretary.</li> </ul> <p><b>Core Teachers</b> All instructional leaders will:</p> <ul style="list-style-type: none"> <li>Conduct a minimum of 5 CWT (15 minutes) weekly.</li> <li>2 Feedback sessions weekly using the 3-step feedback process (refer to GBF guide).</li> </ul> <p><b>Elective Teachers</b> All instructional leaders will:</p> <ul style="list-style-type: none"> <li>Conduct CWT at least monthly (15 minutes)</li> <li>Feedback given as needed using the 3-step feedback process (refer to GBF guide)</li> </ul>	<p><b>CWTs with 3-Step Feedback Protocol</b></p> <ul style="list-style-type: none"> <li>All building level instructional leaders calibrate walkthroughs using Google CWT and staging document</li> <li>Locked-in schedules for CWTs and feedback sessions for all instructional leaders; shared with Director of Instruction and school secretary.</li> </ul> <p><b>Core Teachers</b> All instructional leaders will:</p> <ul style="list-style-type: none"> <li>Conduct a minimum of 8 CWT (15 minutes) weekly.</li> <li>3 Feedback sessions weekly using the 3-step feedback process (refer to GBF guide).</li> </ul> <p><b>Elective Teachers</b> All instructional leaders will:</p> <ul style="list-style-type: none"> <li>Conduct CWT at least monthly (15 minutes)</li> <li>Feedback given as needed using the 3-step feedback process (refer to GBF guide)</li> </ul>	<p><b>CWTs with 3-Step Feedback Protocol</b></p> <ul style="list-style-type: none"> <li>All building level instructional leaders calibrate walkthroughs using Google CWT and staging document</li> <li>Locked-in schedules for CWTs and feedback sessions for all instructional leaders; shared with Director of Instruction and school secretary.</li> </ul> <p><b>Core Teachers</b> All instructional leaders will:</p> <ul style="list-style-type: none"> <li>Conduct a minimum of 10 CWT (15 minutes) weekly.</li> <li>5 Feedback sessions weekly using the 3-step feedback process (refer to GBF guide).</li> </ul> <p><b>Elective Teachers</b> All instructional leaders will:</p> <ul style="list-style-type: none"> <li>Conduct CWT at least monthly (15 minutes)</li> <li>Feedback given as needed using the 3-step feedback process (refer to GBF guide)</li> </ul>

**Personnel Office: Expectations for Principals**

<b>Expectations</b>	<b>HOUSSE DOMAIN INDICATOR</b>	<u>Evidence</u>
Complete Staff Evaluations	<p><b>IL:</b> 1.1 <b>PD:</b> 3.1, 3.2, 3.3, 3.4</p>	<ul style="list-style-type: none"> <li>Follow district timelines for PDPs</li> <li>Utilize correct forms and protocols</li> </ul>

Communicate with Personnel Office	<b>C:</b> 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 <b>OM:</b> 4.2, 4.3, 4.4	<ul style="list-style-type: none"> <li>• Carefully read email communications and ask questions in a timely manner</li> <li>• Provide constructive feedback</li> <li>• Meet deadlines and follow protocols for timesheets, leave, TCP missed punches</li> </ul>
Follow the CBA and Personnel Handbook	<b>IL:</b> 1.1 <b>C:</b> 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 <b>OM:</b> 4.1, 4.3	<ul style="list-style-type: none"> <li>• Read the CBA and the Personnel Handbook</li> <li>• Hold yourself and your staff accountable</li> </ul>
Recruitment and Retention	<b>IL:</b> 1.1 <b>C:</b> 2.7 <b>PD:</b> 3.4	<ul style="list-style-type: none"> <li>• Communicate with your Personnel Representative about all positions and postings</li> <li>• Recruit, interview, and hire as soon as possible</li> <li>• Develop your learning community by building meaningful relationships and providing effective feedback and professional development</li> <li>• Support your new teachers and/or struggling teachers with a site-based mentor, professional development time for observations, and frequent feedback and support. Utilize an EGP if necessary.</li> </ul>
Maintain Documentation	<b>C:</b> 2.7 <b>OM:</b> 4.1, 4.3	<ul style="list-style-type: none"> <li>• Keep an on-site personnel file for each employee in a secure location; keep evaluations and any disciplinary actions in the file</li> <li>• Follow guidance on documenting performance and conduct issues</li> </ul>
NM Teach Observations Completed	<b>IL:</b> 1.1, 1.3 <b>C:</b> 2.1, 2.2, 2.3, 2.4	<ul style="list-style-type: none"> <li>• Follow district timelines</li> <li>• Provide feedback within 10 days</li> <li>• All teachers have PDPs by the 40<sup>th</sup> Day</li> </ul>

**Business Services  
[Budget]**

**School Name:**



<b>Expectation</b>	<b>HOUSSE Domain Indicator</b>	<b>Foundational Expectations</b>	<b>Core Expectations</b>	<b>Deep Expectations</b>
<p>Allocated Funds are spent timely, in accordance with all applicable Federal, State and Board of Education guidelines to support the academic success of all students.</p>	<p>Principal Competency Domain: Operations Management 4.2, 4.3 and 4.4</p>	<p>*Core Leadership Team (CLT) has been established at school site. This is part of the 90 Day DASH plan.</p>	<p>* Core Leadership Team (CLT) is being utilized to meet school site established goals through the implementation and monitoring of the school site financial plan.</p> <p>*Publish school site budgets quarterly.</p>	<p>* Core Leadership Team (CLT) is being utilized consistently to meet school site established goals through the implementation and monitoring of the school site financial plan. Monthly discussion involves budget conversation. This happens during the 30, 60 and 90-day monitoring of the DASH plan.</p> <p>*Publish school site financial plan and progress quarterly as it relates to student success.</p>

District: Gallup McKinley County

## CIA 90 DAY PLAN

Date: July 25, 2017

### PURPOSE

*In a few sentences, describe the overarching purpose of your initiative.*

Gallup McKinley County School’s Curriculum, Instruction, and Assessment Department will utilize high yield strategies as a catalyst for systemic growth in instructional leadership to positively impact the trajectory of student academic outcomes.

**CRITICAL SYSTEM ACTIVITIES** – Building on the work completed during the past year, identify the critical activities that must take place for the first semester of 2017-2018.

### **LEADERSHIP LEVER - EXECUTING THE LEADERSHIP VISION**

*In a few sentences, describe how your district leadership will demonstrate its will and commitment to ensure the initiative’s vision for change is well understood, that successes are celebrated and challenges are discussed, and that the necessary urgency across stakeholders exists.*

We will use media (press releases, advertisements, Facebook) to celebrate successes of the schools and students.

### **INSTRUCTIONAL INFRASTRUCTURE - LEVERAGING CURRICULUM, ASSESSMENT, COLLABORATION AND MONITORING STRATEGY TO ENHANCE SCHOOL-WIDE TEACHER PRACTICE**

*In a few sentences, describe the most important takeaways for how your district will refine the curriculum, assessment, and data infrastructure in order to enhance data-driven instruction, ensure teachers understand how to use data, unpack standards, and provide meaningful feedback and coaching.*

We will monitor the implementation of the comprehensive curriculum in grades K-12 ELA and math and its impact on student learning and achievement.

The CIA department will monitor the fidelity of the implementation of the District Instructional Expectations (Assessment, Data Driven Instruction, Collaboration, Core instructional Delivery, and Observation and Feedback) to monitor the effect on student achievement.

### **DIFFERENTIATED SUPPORT & ACCOUNTABILITY LEVER – FOCUS AREAS, EXPECTATIONS, ACTION PLANS AND ALIGNMENT**

*In a few sentences, describe how your district will refine focus areas, common expectations, principal leadership commitments, and flexibility to ensure alignment across the district and school leaders on this year’s focus.*

The CIA department will refine the District Instructional Expectations (Assessment, Data Driven Instruction, Collaboration, Core instructional Delivery, and Observation and Feedback) using focus groups, needs assessments, and qualitative school site data.

### **DIFFERENTIATED SUPPORT & ACCOUNTABILITY LEVER – EXECUTING EMBEDDED LEADERSHIP CAPACITY-BUILDING STRUCTURE**

*In a few sentences, describe how your district will enhance your strategy to conduct meaningful regular visits, support schools with their priority needs, build capacity of principals, ensure meaningful collaboration within and across school leadership teams, and increase principal accountability. Consider leveraging principal leadership commitment plans as a part of this strategy.*

The district will allocate additional funds to all schools (an increase over last year) for planning and implementation of the YAG/Curriculum, collaboration, PD, Empower and Proactive Leaders. The DIs will support and monitor each school’s 90-day plan implementation and overall urgency during weekly site visits. A site visit tracker will continue to be used during site visits as part of the protocol. The tracker will include action steps and action step follow up.

**TALENT MANAGEMENT LEVER – FINALIZING STAFFING AT SCHOOLS**

*In a few sentences, describe any final steps your district will take to ensure schools are well-staffed, that all necessary district staff are in place, and any underperforming teachers understand the growth and practice expected for 2017-2018.*

*The district is focusing on supporting principals and teachers in the classroom with coaching and feedback.*

**CRITICAL DELIVERABLES for Upcoming Semester**

***Identify deliverables most critical for your district to ensure an effective launch to this year’s initiatives. A conversation oriented on the District Conditions Rubric (DCR) may inform the district deliverables that will best position schools to succeed. These deliverables may already be summarized above, but given their importance, articulating a more detailed project plan will help the district maintain focus. The PLE team will be in communication with the district to support these deliverables and discuss them during the fall site visit.***

<b>DELIVERABLE #1: Focus Area #10, District leadership has a clear, coherent and quality curriculum that guides teachers during weekly collaborative meetings, supports alignment of lesson plans to the rigor of the standards and helps build teacher understanding of each standard.</b>			
<b>Specific Actions Needed</b>	<b>Completion Date</b>	<b>Person Responsible</b>	<b>Notes, Next Steps, Progress</b>
Train administration and ICs on the new YAG/Curriculum	June 12-16, 2017	Glenda Brown, Michael	Post Survey was completed with commentary. Deliverable: Principals submitted a sample of 3-week unit plan with DIs.
Implementation of the YAG/Curriculum is embedded in the District Instructional Expectations for DIs to monitor fidelity.	December 14, 2017	Wade, Carrie, Rachel, Gerald	These were discussed individually with each principal. Implementation is monitored from Foundational through Deep Expectations in the DE. Monitored monthly.
DIs will ensure principals place the BIG ROCK/Focus Area of “Standards Alignment” into the 90-Day Plan	September 1, 2017	Wade, Carrie, Rachel Rodriguez, Gerald, Michael	DIs evaluated the 90-Day plans to ensure one focus area was aligned to the BIG ROCK of “Standards Alignment” and that critical actions supported implementation of the YAG.

DIs will monitor schools use of the YAG/Curriculum through monthly site visits.	Through December 14, 2017	Wade, Carrie, Rachel	Notes will be made in the site tracker and shared with the CIA on Fridays.

<b>DELIVERABLE #2: Focus Area #12</b> , District leadership has established practices and systems to ensure high-quality instruction (core and intervention) that is aligned with curriculum and assessments in all classrooms. <b>District leadership is in the process of developing or improving the team's formal practices and systems to promote and monitor quality of instruction in the classrooms across the schools in the district</b>			
Specific Actions Needed	Completion Date	Person Responsible	Notes, Next Steps, Progress
DIs will formalize the site visit protocol to ensure all 33 schools receive one message.	June 30, 2017	Wade, Carrie, Rachel, Gerald	Site tracker is completed and being used.
District Instructional Expectations will be redesigned using principal feedback and the turnaround rubric.	June 30, 2017	Wade, Carrie, Rachel, Gerald	Completed and aligned to HOUSSE.
The CIA department will provide PD on "Collaboration" and "Data Driven Instruction" with school leaders to help them build a conceptual knowledge of the structures they need within each school make a strong culture around student learning.	July 31, 2017	Wade, Carrie, Rachel, Michael, Gerald	Trainings were completed. Post Survey was implemented by Ashley and the feedback was positive.
DIs will monitor school 90-Day Plans on a monthly basis to ensure the plan is a working document.	December 14, 2017	Wade, Carrie, Rachel	All offline 90-Day workbooks were evaluated by all three DIs and given critical feedback to be placed into the online DASH.
Weekly site visits focused on the formalized protocol	December 14, 2017	Wade, Carrie, Rachel	In progress and data and trends are captured in site tracker
Monthly principal meetings will be used to provide PD on data gathered from the DI's site tracker.	Monthly until December 14, 2017. DIs have their own meetings on the third Wednesday	Wade, Carrie, Rachel, Michael, Gerald, Ashley, Shannon	
The CIA department will meet weekly to analyze, discuss, and determine trends within the district. This information will lead to actionable next steps for each action item.	Weekly until December 14, 2017	Wade, Carrie, Rachel, Michael, Gerald, Ashley, Shannon	Weekly notes are sent to principals highlighting updates, trends, and needs.

**DELIVERABLE #3: Focus Area #12,** District Expectations, District leadership has established practices and systems to ensure high-quality instruction (core and intervention) that is aligned with curriculum and assessments in all classrooms. **District leadership team is providing professional development on high quality instruction and principles of effective observation and feedback processes through defined “look fors” to the principals and their instructional leadership teams to support and monitor quality of instruction within the classrooms of the schools they lead.**

Specific Actions Needed	Completion Date	Person Responsible	Notes, Next Steps, Progress
A training on coaching will be provided around Bambrick’s Getting Better Faster: See It, Name It, Do It process.	June 30, 2017	University of Virginia through Gerald	All administrators have been trained.
A principal focus group will be created to redesign the staging document for classroom walk through visits through utilizing Getting Better Faster, NM Teach, and Marzano to improve feedback for better instruction.	June 30, 2017	Rachel	
A training on the new staging document will be provided to school leaders (aka. Principals, Assist Principals, ICs)	June 30, 2017	Glenda Brown with assistance from Wade, Rachel, Carrie	The new staging document has been shared and is being used at the school-level
Trainings will be provided on proactive leadership coaching for principals and ICs. This will include onsite one-on-one trainings.	Through December 14, 2017	Josie Hernandez with support and follow-up from CIA	Initial training occurred in August 2017. Rachel and Wade will talk with Josie about the needs of those individuals who missed the foundational training.
The Observation and Feedback protocol will be differentiated for each school and embedded in the District Instructional Expectations for DIs to monitor fidelity.	Monitored through December 14, 2017	Wade, Carrie, Rachel, Gerald	Each principal spoke with their DI to set goals up for Observation and Feedback before July 2017.
Weekly site visits will occur that will focus on classroom walk through analysis to support principals in meeting the Observation and Feedback expectations	December 14, 2017	Wade, Carrie, Rachel	
EMPOWER consultants will provide PD in high yield instructional strategies to individual school sites.	December 14, 2017	Wade, Carrie, Rachel	DIs will monitor the use of EMPOWER.
DIs will monitor CWT visit data using the Google tool	Monitored through December 14, 2017	Wade, Carrie, Rachel, Gerald	

**DELIVERABLE #4: Focus Area #9:** District leadership ensures a rigorous assessment strategy, with interims clearly aligned to standards that serve as foundational. **District leadership provides assessments that are vastly misaligned with curriculum or that do not allow for deep item analysis aligned to score and sequence.**

Specific Actions Needed	Completion Date	Person Responsible	Notes, Next Steps, Progress
-------------------------	-----------------	--------------------	-----------------------------

<b>The leadership team purchased a new platform for interim assessments that mirror the PARCC.</b>	<b>July 31, 2017</b>	<b>Gerald Horacek and Michael Cubacub</b>	<b>Regular virtual meetings with the Project Manager from SchoolNet.</b>
<b>The DCA and the consultant used the YAGs to align interim assessment questions to the standards addressed for each grade levels and quarters.</b>	<b>September 8, 2017</b>	<b>Michael Cubacub and Glenda Brown</b>	
<b>The DCA will invite teachers to vet the draft of the interim assessments before making the final copies for distribution.</b>	<b>September 8, 2017</b>	<b>Michael Cubacub</b>	<b>After teacher vet the test, the DCA will make necessary adjustments to the interim assessments.</b>
<b>The DCA will distribute, via email, the PDF copies of the interim assessments to principals to help teachers guide instruction and increase rigor.</b>	<b>August 21<sup>st</sup> and September 29<sup>th</sup></b>	<b>Michael Cubacub</b>	<b>The DIs will monitor the use of interim assessments in lesson development.</b>
<b>The DCA and CAD will provide professional development to principals/ICs on how to pull data and develop CBMs using SchoolNet</b>	<b>September 29, 2017</b>	<b>Michael Cubacub, Ashley Ryan and SchoolNet Rep</b>	<b>The DIs will monitor the use of data at school sites during data meetings.</b>