



Guide for Michigan Schools and Districts

Completing and Submitting Focus and Priority Requirements in ASSIST

Revised 8/5/13



About This Guide

This guide has been developed specifically for Michigan schools and districts. It provides an overview of ASSIST and step-by-step instructions for using the tools in ASSIST to address priority and focus school/district requirements.

ASSIST is designed to guide and streamline the improvement planning process and help eliminate duplication of effort!

Learn more at:

www.advanc-ed.org/mde

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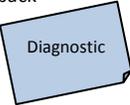
ASSIST Overview

Through partnership, AdvancED and the Michigan Department of Education (MDE), have customized The Adaptive System of School Improvement Support Tools (ASSIST) to guide and support a common, statewide improvement planning process for all Michigan schools and districts.

Schools and districts identified as “Priority” or “Focus” by the MDE will complete diagnostics and assurances (where appropriate) in ASSIST as part of the accountability process. Documents will be set in ASSIST to guide schools and districts to the appropriate path toward improvement, accountability, and compliance.

Navigating ASSIST

The primary navigation of ASSIST takes place using a series of tabs across the top of the screen. Specific tools are provided within each tab. The following diagram provides a basic overview of the ASSIST tabs and what is located within each.

Portfolio	Profile	Diagnostics & Surveys	Assurances	Goals & Plans	Actions & Reviews
<p>Due dates for required documents - upcoming, past due and completed.</p> <p>Contains document submission and review and approval workflow.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Ed YES! Report • School Improvement Plan • District Improvement Plan • Reform Redesign Report 	<p>Basic institution, demographic, affiliation, accreditation and accountability status information (e.g., Priority, Focus, Title I)</p> <p>Performance section is currently blank</p>	<p>Tools to facilitate the collection and analysis of data and information to inform the improvement planning process.</p> <p>School Diagnostics:</p> <ul style="list-style-type: none"> • Executive Summary • Self Assessment • Interim Self Assessment • SPR 40 • SPR 90 • Title I Schoolwide • Title I Targeted Assistance • Health & Safety • Additional Requirements • Student Performance • Stakeholder Feedback • School Data Analysis <p>District Diagnostics:</p> <ul style="list-style-type: none"> • Executive Summary • Interim Self Assessment • Self Assessment • DPR • <i>SchoolCheck</i> District Resource Allocation Self-Assessment Diagnostic • Additional Requirements • Student Performance • Stakeholder Feedback <p>Surveys:</p> <ul style="list-style-type: none"> • Parent • Staff • Middle/High Student (6-12) • Elementary Student (3-5) • Early Elementary Student (K-2) 	<p>Yes/No Certification Questions –</p> <p>AdvancED and MDE state and federal assurances</p> 	<p>Build and manage goals and improvement plans</p> 	<p>NCA CASI Accreditation - Scheduled External Reviews and Required Actions</p> <p>Tools to facilitate a process of checks and balances to ensure appropriate goals and strategies are in place.</p>

Priority Schools

All schools identified as “Priority” by the Michigan Department of Education, which were not identified as a “PLA” school, have been assigned an ASSIST document to complete and submit a Reform Redesign Report. Once a school has selected the federal model for their reform/redesign plan, they can follow the steps provided in this guide to document their plan and submit the required report in ASSIST.

NOTE: If your school is selecting the closure or restart model, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort.

State School Reform/Redesign Office (SRO)
517.335.5310

Accessing ASSIST®

To directly access ASSIST, visit www.advanc-ed.org/MDE and select **Log In** or also navigate directly to the login page at www.advanc-ed.org/assist.

Enter your email address and password.

NOTE: This is the same email address and password you have always used to access the School Improvement Management System.

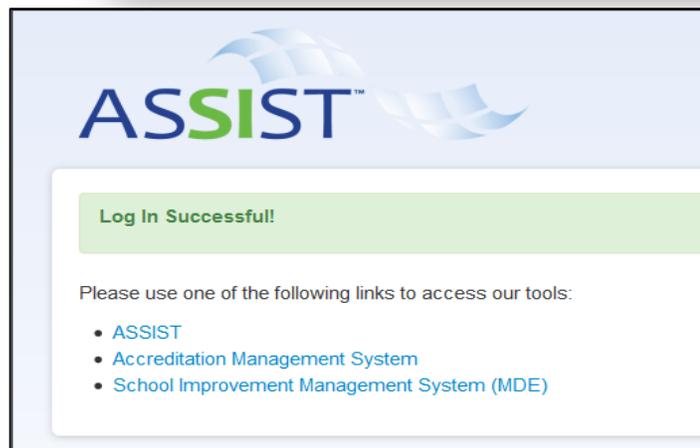
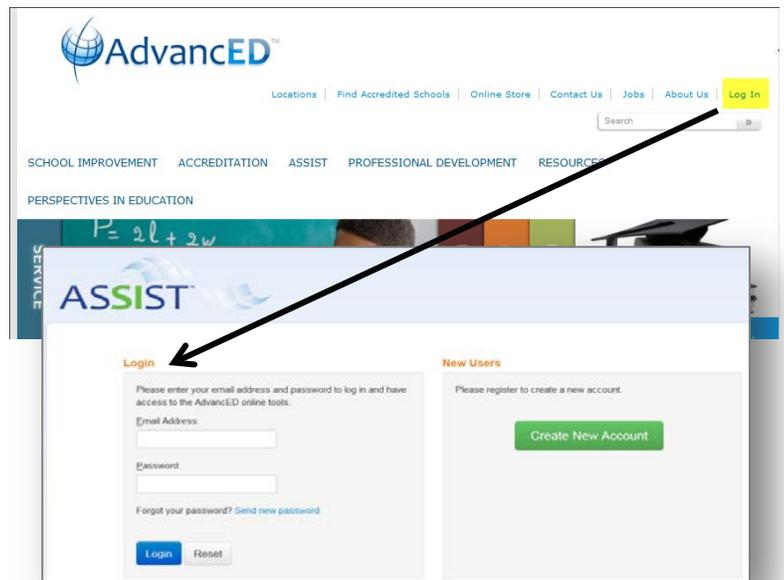
Select **Create New Account** if you are a new user.

If you don't remember your password, select **Send New Password** link and enter your email address.

From the login screen, select ASSIST.

To access accreditation status information and historical accreditation data and reports, select **Accreditation Management System**.

To access historical improvement plan and reports, select **School Improvement Management System (MDE)**.



Getting Started

Focus and Priority school reports will be assigned by August 13, 2013. The report is displayed on the **Portfolio Overview** page along with a due date of **October 8, 2013**. Selecting the document name will display the specific components required for submission.

Portfolio Overview

Select the school year to expand the list of all associated documents for that period.
Select a document for additional details and to begin or continue your work.

2013-2014 School Year

Days Past Due	Due Date	Status	Document
	October 8, 2013	In Progress	Reform Redesign Report

2012-2013 School Year

Select the document name to view the document details required for submission.

If you do not see a document, but believe you should have one, please contact customerservice@advanc-ed.org.

Viewing ASSIST Report Details

The **Report Details** page provides a list of all components that must be included in the submitted document.

Portfolio

Reform Redesign Report (In Progress)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
This document is due on **Oct 8, 2013**

Required
All components in this section must be completed before the document can be submitted.
None

Additional
In some cases you must select at least one component from this list before the document should be submitted.

Section	Template	Components	Complete
Diagnostic	Executive Summary		<input checked="" type="checkbox"/>
Assurance	Priority School Assurances		<input checked="" type="checkbox"/>
Assurance	Operational Flexibility Assurance		<input checked="" type="checkbox"/>
Diagnostic	Transformation Redesign Diagnostic		<input checked="" type="checkbox"/>
Diagnostic	Turnaround Redesign Diagnostic		<input checked="" type="checkbox"/>
Diagnostic	Closure Diagnostic		<input checked="" type="checkbox"/>
Diagnostic	Restart Model Diagnostic		<input checked="" type="checkbox"/>

All Diagnostics are listed in the Additional field because schools are only required to submit one, or a combination of diagnostics, depending on the federal model they select for reform/redesign.

The Components column identifies what needs to be submitted. This column is blank when nothing has been attached.

All Diagnostics are listed in the **Additional** field because schools are only required to submit one, or a combination of diagnostics, depending on the federal model they select for reform/redesign.

The **Components** column identifies what needs to be submitted. This column is blank when nothing has been attached.

Select the icon in the **Components** column to start a diagnostic.

If no components have been started, select **Add New**. Any component with the check box marked will be added to your report.

Section	Template
Diagnostic	Executive Summary
Assurance	Priority School Ass...
Assurance	Operational Flexibi...
Diagnostic	Transformation Res...
Diagnostic	Turnaround Redesi...
Diagnostic	Closure Diagnostic
Diagnostic	Restart Model Diagnostic

Selecting the name of the diagnostic will take you to the **diagnostic** page to begin work on the specific component.

Executive Summary

[« Back to Diagnostics](#)

Executive Summary (Edit)

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Description of the

0 of 1 items are an

Edit Information

Description

Executive Summary

Use this field to distinguish the diagnostics you create from one another

Cancel Update

When on the page of the diagnostic, select **(Edit)** to give the component a unique name with a date to differentiate reports from year-to-year. Select **Update** when complete.

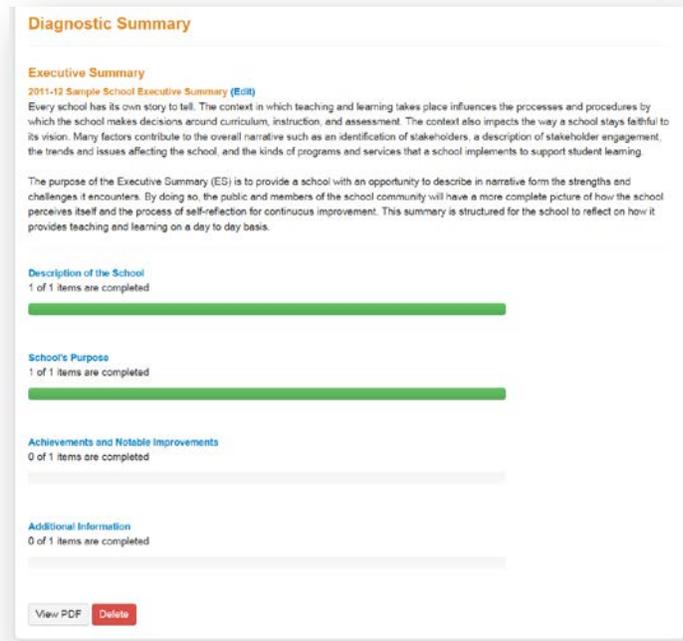
Completing a Diagnostic

All diagnostics in ASSIST have a similar format for ease of use. Regardless of which diagnostic your school is completing, the navigation and page layouts are almost identical.

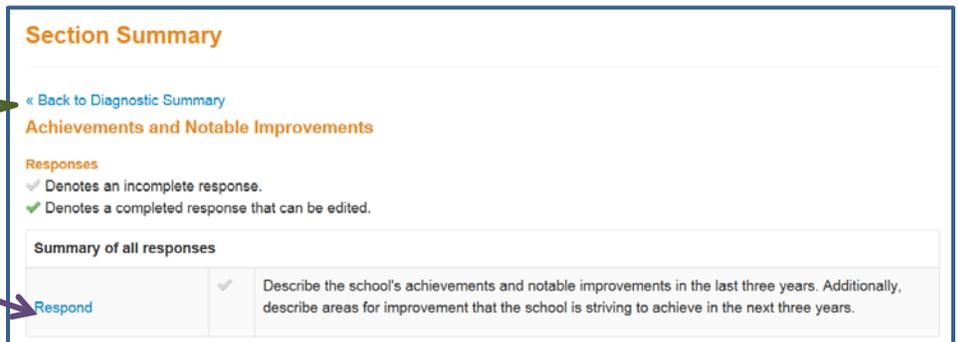
Blue section headings are provided for each section within the diagnostic. Progress bars provide a visual of section completeness.

Select the section heading to view and/or respond to the items within each section.

A table provides the required items within each section. Items without a checkmark have not received a response, whereas those with a checkmark have been completed. ASSIST does not check for accuracy of information, so it is important to review all responses prior to completion.



You can return to the **Diagnostic Summary** to view a different section or overall progress.

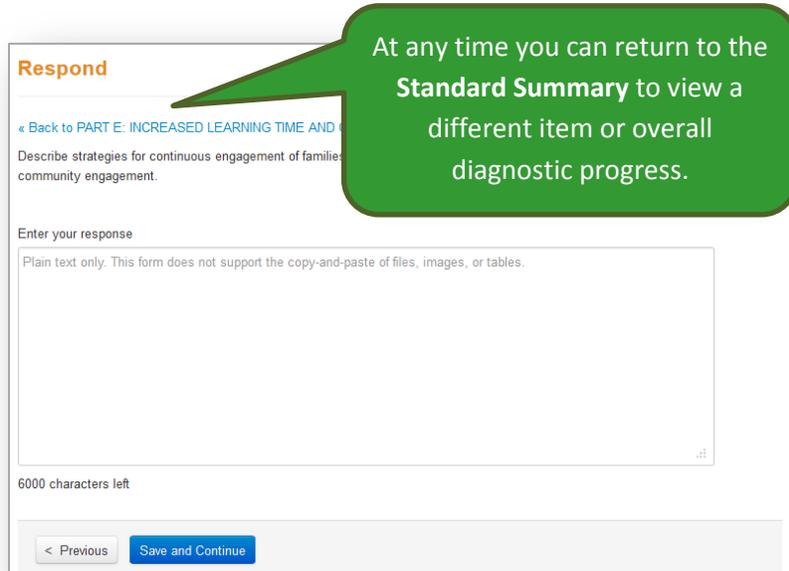


Select an item with the **Respond** link.

Each item in the diagnostic requires a response.

You may be required to select a rubric or Likert Scale response, enter a narrative text response or upload supporting documentation.

Once the item has a response, select **Save and Continue**.



ASSIST automatically takes you to the next item in the diagnostic.

Spellcheck is not available in ASSIST, but some browsers (e.g., Firefox and Safari) highlight spelling and punctuation errors.

Complete all questions in the diagnostic and confirm completion by selecting the **Yes Complete** in the pop-up window.

View, save or print a PDF of the diagnostic at any time during the process.

« Back to Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Enter your response

Plain text only. This form does not support the copy-and-paste of files, images, or tables.

What action(s) will be taken to address achievement challenges?

Enter your response

Several actions will be taken to

Save and Co

Executive Summary

Executive Summary
Published on: Sep 05, 2013

The Executive Summary (ES) provides the school an opportunity to describe challenges within the context of continuous improvement. Use the links below to view various questions. The responses should be brief, descriptive, and appropriate. Responses are written offline and then transferred into the sections below.

Description of the School
1 of 1 items are completed

School's Purpose
1 of 1 items are completed

Notable Achievements and Areas of Improvement
1 of 1 items are completed

Additional Information
1 of 1 items are completed

Complete Diagnostic

Are you sure you wish to complete this Diagnostic?

Yes Complete Cancel

View PDF Complete

Select **Reopen** to make additional changes to the diagnostic prior to submission, if necessary.

Important!

The navigation and steps are exactly the same regardless of which diagnostic you are completing. Repeat the process outlined above until you have started and completed each of the diagnostics listed in your Redesign Plan.

Certifying Assurances

All priority schools, regardless of the federal model they choose to implement, are required to certify and submit assurances as part of their Reform/Redesign Report in ASSIST. Exhibit D (attached) contains the school assurances content. Begin the assurances from the portfolio in the same manner that you began the diagnostics.

Select an assurance section to view the list of assurances to complete.

Operational Flexibility Assurance

[« Back to Assurances](#)

Operational Flexibility (Edit)

First download the Redesign Signature Page, print, sign and upload the page to the Assurance.

Assurance of Operational Flexibility

0 of 4 items are answered (optional items are not required to complete the section)

Delete

Assurance of Operational Flexibility

[« Back to Operational Flexibility Assurance](#)

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2024.

✓ Denotes an answered response

Summary of all responses

Respond	
Respond	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.
Respond	Our school has an executed addendum to the districts applicable collective bargaining agreement which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (b) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.

Select **Respond** to view the assurance statement and provide/edit a response.

Read the assurance statement(s), and select the appropriate response of “Yes” or “No.”. If the response is “no”, you are required to provide a comment in the box provided.

Select **Save and Continue** to save your response and continue with the next assurance.

Attachments

- Only one file per assurance can be attached. If you need to attach multiple documents, combine them into a single PDF document and then attach.
- Most file types are supported as uploads.

Respond

[« Back to Assurance of Operational Flexibility](#)

Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.

- Yes
 No

Comments

600 characters left

Upload Document

Attachment Name

No file chosen

Note: Many of the assurances require an attachment. Be sure to attach the required document using **Choose File** then giving the attachment a name.

A printable copy of the assurances can be downloaded, saved, and printed at any time by selecting **View PDF**. The PDF will contain the response, comments entered, and the document name of any uploaded files.

Operational Flexibility Assurance 12th Street Elementary			
Assurance of Operational Flexibility			
All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.			
Assurance	Response	Comment	Attachment
Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		Redesign Document
Assurance	Response	Comment	Attachment
Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.	Yes		Addendum

Completing and Submitting the Reform Redesign Report

From the **Portfolio** tab at the top of the page, open the Reform Redesign Report Note: The report will be located under the current School Year.

Portfolio			
Overview			
Select the school year to expand the list of all associated documents for that period.			
Select a document for additional details and to begin or continue your work.			
2013-2014 School Year			
Days Past Due	Due Date	Status	Document
	October 8, 2013	In Progress	Reform Redesign Report

Portfolio

Reform Redesign Report (In Progress)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen. This document is due on Oct 8, 2013

Required
All components in this section must be completed before the document can be submitted.

None

Additional
In some cases you must select at least one component from this list before the document should be submitted.

Section	Template	Components	Complete
Diagnostic	Executive Summary	Executive Summary	<input checked="" type="checkbox"/>
Assurance	Prior		<input checked="" type="checkbox"/>
Assurance	Oper		<input checked="" type="checkbox"/>
Diagnostic	Trans		<input checked="" type="checkbox"/>
Diagnostic	Turn		<input checked="" type="checkbox"/>
Diagnostic	Clos		<input checked="" type="checkbox"/>
Diagnostic	Rest		<input checked="" type="checkbox"/>

Manage Document Components

Assurance | Priority School Assurances

Check those components to be included in this document.

Add a New Priority School Assurances

Priority School Assurances

Select the pencil icon in the components column. This opens a window that allows you to select the component to attach by checking the box and selecting **Save Selection**.

Portfolio

Reform Redesign Report (In Progress)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.

This document is due on **Oct 8, 2013**

Required

All components in this section must be completed before the document can be submitted.

None

Additional

In some cases you must select at least one component from this list before the document should be submitted.

Section	Template	Components		Complete
Diagnostic	Executive Summary	Executive Summary		✓
Assurance	Priority School Assurances	Priority School Assurances		✓
Assurance	Operational Flexibility Assurance	Operational Flexibility Assurance		✓
Diagnostic	Transformation Redesign Diagnostic			
Diagnostic	Turnaround Redesign Diagnostic	Turnaround Redesign Diagnostic		✓
Diagnostic	Closure Diagnostic			
Diagnostic	Restart Model Diagnostic			

Saving a selection will make it appear within the **Components** section of the report table. You can select the name to view/edit the diagnostic or assurance results.

[Submit](#) [View PDF](#) [Attachments](#)

Select **Submit** once all of the required documents in the components section have a green checkmark.

Note: You can view a PDF of the complete document at any time during the process by selecting **View PDF**.

Below is a list of the required components based upon the redesign model you select.

<i>Transformation</i>	<i>Turnaround</i>	<i>Restart</i>	<i>Closure</i>
Transformation	Turnaround	Restart	Closure
Executive Summary	Executive Summary		
Operational Flexibility Assurance	Operational Flexibility Assurance		
Priority School Assurances	Priority School Assurances		

Single Building Districts

All single building districts identified as “Priority” or “Focus” by the Michigan Department of Education, which were not identified as a “PLA” school, have been assigned an ASSIST report to complete and submit a **Single Building District Improvement Report**. Once a district has selected the federal model for their reform/redesign plan, they can follow the steps provided in this guide to document their plan and submit the required document in ASSIST.

NOTE: If your district is selecting the closure or restart model, contact the School Reform Office to discuss the next steps for implementing and documenting this effort.

State School Reform/Redesign Office (SRO)
517.335.5310

Getting Started

Upon logging into ASSIST, district users can search for all of its schools.



Upon selecting the school account for your SBD (as referenced above), you will see an upcoming document listed with a due date of **October 8, 2013**. Selecting the document name will display the component details required for submission.

If you do not see a document, but believe you should have one, please contact customerservice@advanc-ed.org.

Search Institutions

Search Criteria

Institution

Enter all or part of the institution name.

Parent Institution

Enter all or part of the parent institution name.

State Identifier

Unique identifier provided by the state. Not applicable to all institutions.

City

State

Enter all or part of the state name (eg. "Georgia") not the abbreviation (eg. "GA")

Country

Enter all or part of the country name (eg. "United") not the country abbreviation (eg. "US")

Portfolio

Overview

Select the school year to expand the list of all associated documents for that period.

Select a document for additional details and to begin or continue your work.

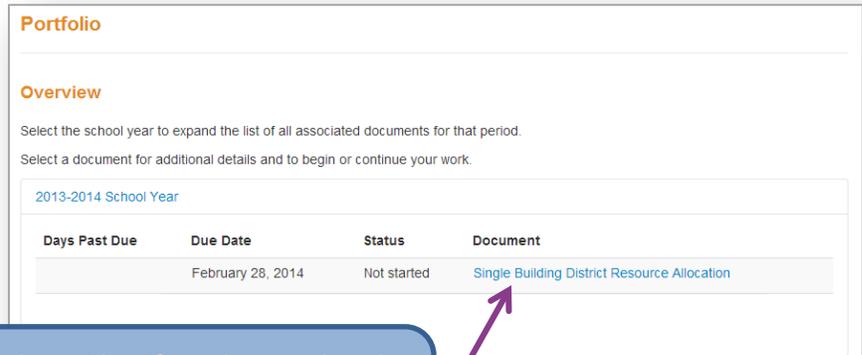
2013-2014 School Year

Days Past Due	Due Date	Status	Document
	October 8, 2013	In Progress	Reform Redesign Report

Select the document name to view the document details required for submission.

Viewing ASSIST Report Details

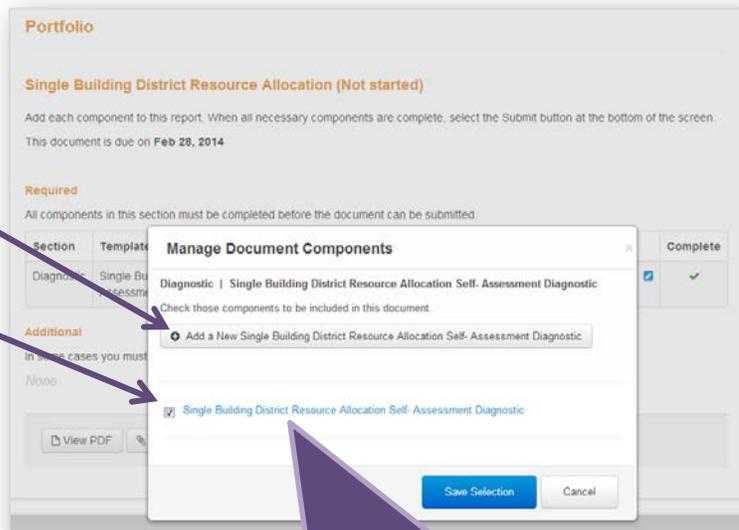
The **Report Details** page provides a list of all components to be included in the submitted document.



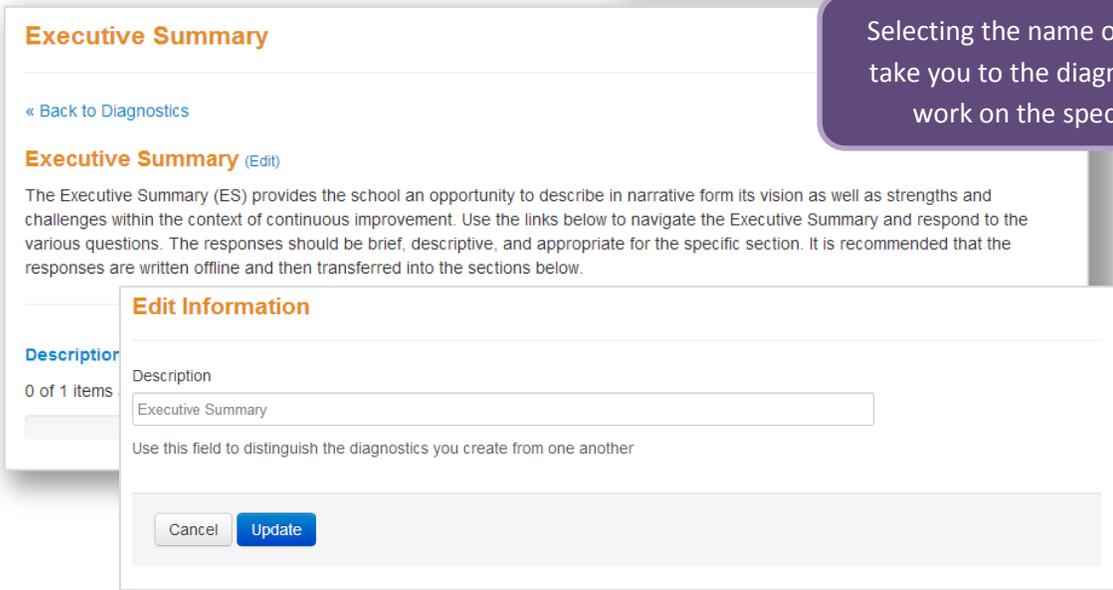
The **Components** column identifies what needs to be submitted. This column is blank when nothing has been attached.

Select the icon in the components column to start a diagnostic.

If no components have been started, select **Add New**. Any component with the check box marked will be added to your report.



Selecting the name of the diagnostic will take you to the diagnostic page to begin work on the specific component.



When on the page of the diagnostic, select **(Edit)** to give the component a unique name with a date to differentiate reports from year-to-year. Select **Update** when complete.

Completing the *Single Building District* Resource Allocation Self-Assessment Diagnostic

The Single Building District Resource Allocation Self-Assessment Diagnostic is a self-assessment tool developed by the non-profit [Education Resource Strategies, Inc. \(ERS\)](#) to help you assess whether you are making the most of the resources – people, time and money – that you have. For over a decade, ERS has helped school leaders strategically reallocate their resources to improve student performance. Through this work we have identified three Core Design Principles that high-performing schools consistently display.

In high-functioning schools, resources—people, time, and money—are allocated to optimize these principles: Teaching quality - Build teaching teams that maximize combined expertise and have time for collaboration and access to expert support; Individual attention - Provide schedules, groupings and structures that create targeted individual attention and personal relationships between students and teachers; Instructional time - Maximize instructional time on core academic subjects while varying time based on subject and student priorities This tool is based on resource strategies and principles from “The Strategic School: Making the Most of People, Time, and Money” by Karen Hawley Miles and Stephen Frank (2008).

You will be asked to rate your institution’s performance, using a Likert scale response, on 24 practices that are groups into three sections. It is most valuable to complete this diagnostic as a team. It is acceptable to respond “don’t know” to some of the questions.

Once completed, include this diagnostic when you submit the Reform/Redesign Report. Exhibit E (attached) contains the Turnaround Redesign Diagnostic content.

Respond to each section of the diagnostic by selecting the section title.

A table provides the required items within each section. Items without a checkmark have not received a response, whereas those with a checkmark have been completed. ASSIST does not check for accuracy of information, so it is important to review all responses prior to completion.

Select an item with the **Respond** link.

Single Building District Resource Allocation Self- Assessment Diagnostic

Single Building District Resource Allocation Self- Assessment Diagnostic

Please read each statement or question and decide how closely that statement or question reflects the current reality in your Single Building District. If it is totally aligned with your current reality, respond that you "Strongly Agree." If the statement or question is not at all what your current reality is, respond that you "Strongly Disagree." Respond with the other choices, "Agree" or "Disagree" if those more closely match your perception of your current reality. This rating differs from the original Strategic School tool in its type of response yet still holds up the practices of a strategic school for comparison.

Investing in Teaching Quality
13 of 13 items are answered (optional items are not required to complete the section)

Creating Individual Attention and Personal Learning Environment
3 of 7 items are answered (optional items are not required to complete the section)

Investing In Teaching Quality

Rate your district's performance to the best of your knowledge.

✓ Denotes an answered response

Summary of all responses		
Respond	✓	Before posting a position, school leaders assess student to determine long-term staffing priorities and needs.
Respond	✓	School leaders work ahead to define a clear set of desired minds of the teacher's collaborative team, the school des...
Respond	✓	School actively encourages interns and finds opportunities for teachers needing part-time work.
Respond	✓	A well-designed protocol, combined with classroom lesson demonstrations, assesses candidate expertise, philosophy, and commitment.
Respond	✓	School leaders carefully track whether new teachers are placed in supportive teams and make team changes as necessary to distribute expertise across grades and subjects, with the most expert teachers assigned to the highest priority areas.

At any time you can return to the **Diagnostic Summary** to view a different section or overall diagnostic progress.

Respond to each item by selecting a response using the radio dials provided.

Respond

[« Back to Investing in Teaching Quality](#)

Execute Hiring Plan Before posting a position, school leaders assess student need, staff capacity, and scheduling priorities to determine long-term staffing priorities and needs.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

[Save and Continue](#)

Select **Save and Continue** to automatically proceed to the next item in the diagnostic.

Note: You can return to this screen at any time to change an item response.

Once all questions in the diagnostic have a response, **Complete** will appear at the bottom of the **Diagnostic Summary** screen.

View, save, or print a PDF of the Executive Summary at any time during the process.

Single Building District Resource Allocation Self- Assessment Diagnostic

[« Back to Diagnostics](#)

Single Building District Resource Allocation Self- Assessment Diagnostic (Edit)

Please read each statement or question and decide how closely that statement or question reflects the current reality in your Single Building District. If it is totally aligned with your current reality, respond that you "Strongly Agree." If the statement or question is not at all what your current reality is, respond that you "Strongly Disagree." Respond with the other choices, "Agree" or "Disagree" if those more closely match your perception of your currently reality. This rating differs from the original Strategic School tool in its type of response yet still holds up the practices of a strategic school for comparison.

Investing in Teaching Quality
13 of 13 items are answered (optional items are not required to complete the section)

Creating Individual Attention and Personal Learning Environment
7 of 7 items are answered (optional items are not required to complete the section)

Use Student Time Strategically
7 of 7 items are answered (optional items are not required to complete the section)

[View PDF](#) [View results](#) [Delete](#) [Complete](#)

Single Building District Resource Allocation Self- Assessment Diagnostic

Success! The Diagnostic has been completed.

[« Back to Diagnostics](#)

Single Building District Resource Allocation Self- Assessment Diagnostic (Edit)

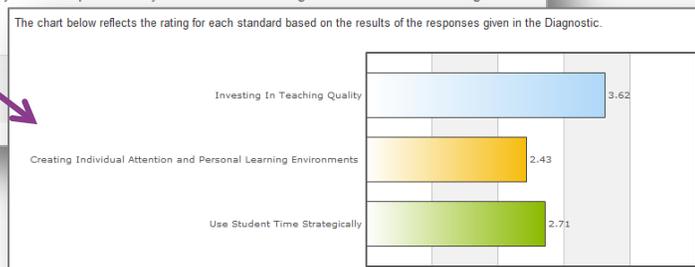
Please read each statement or question and decide how closely that statement or question reflects the current reality in your Single Building District. If it is totally aligned with your current reality, respond that you "Strongly Agree." If the statement or question is not at all what your current reality is, respond that you "Strongly Disagree." Respond with the other choices, "Agree" or "Disagree" if those more closely match your perception of your currently reality. This rating differs from the original Strategic School tool in its type of response yet still holds up the practices of a strategic school for comparison.

The diagnostic you are attempting to access had already been completed and you cannot make changes to its contents. The diagnostic needs to be reopened before you can access it.

[View PDF](#) [View results](#)

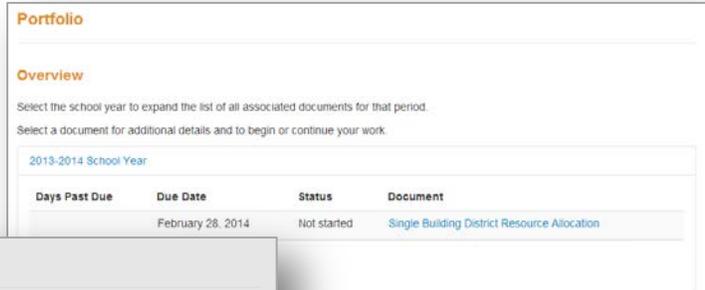
Upon completion, **View Results** will display at the bottom of the screen. This produces a graph using the diagnostic results.

Reopen will also be available until the diagnostic is submitted as part of the Single Building District Improvement – Priority Report.

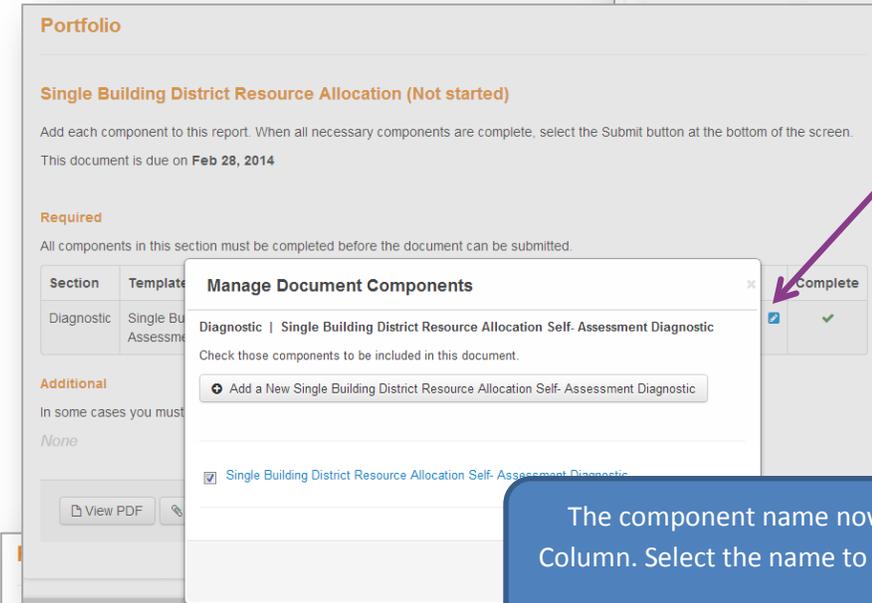


Completing and Submitting the Single Building District Resource Allocation

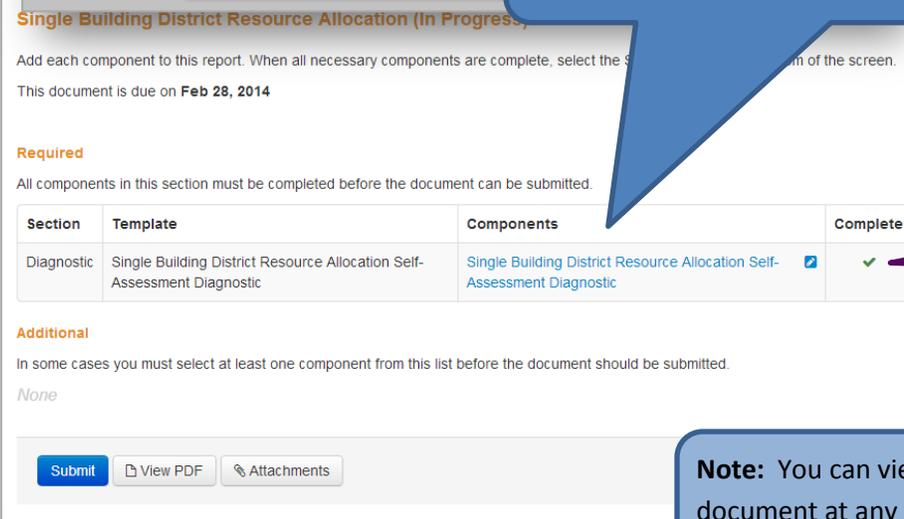
Select the **Portfolio** tab at the top of the page, and then open the Single Building District Resource Allocation. Note: The report will be located under the Current School Year.



Select the pencil icon in the components column. This opens a window that allows you to select the component to attach by checking the box and selecting **Save Selection**.



The component name now appears in the **Components** Column. Select the name to view/edit the diagnostic results.



If all questions in the component have a response, a checkmark will appear in the completed column.

Note: You can view a PDF of the complete document at any time during the process by selecting **View PDF**.

Select **Submit** once all required components of the document have a checkmark in the Complete column.

Focus Schools

All schools identified as “Focus” by the Michigan Department of Education, have been assigned an ASSIST document to complete and submit a Focus School Report. This report contains a single diagnostic with two sections. The content for this diagnostic is provided in the box to the right. Use the steps provided below to complete and submit your responses in ASSIST.

Statewide System of Support
517.335.4733

Focus School Diagnostic

A Focus school is a school with the largest achievement gaps, defined as the difference between the average scale score for the top 30% of students and the bottom 30% of students. The Focus School Diagnostic will assist the school in determining the appropriate use of their Title 1 set asides and in the revision of their School Improvement Plan in order to increase student achievement.

- **Teaching and Learning Priorities** - Identify two or three teaching and learning priorities that will decrease the achievement gap in the school while increasing all students' achievement.
- **Supporting Data** - State what data were used to identify these areas.

Getting Started

Upon logging into ASSIST, you will see a document listed with a due date of **November 25, 2013**. Selecting the document name will display the component details required for submission.

If you do not see a document, but believe you should have one, please contact customerservice@advanc-ed.org.

Portfolio

Overview

Select the school year to expand the list of all associated documents for that period.
Select a document for additional details and to begin or continue your work.

2013-2014 School Year

Days Past Due	Due Date	Status	Document
	November 25, 2013	Not started	Focus School Report

Select the document name to view the component details required for submission.

Viewing Document Details

The **Document Details** page identifies the components that must be included for the DIP submission. Review the list of diagnostics that need to be completed by your district, and select the icon within the **Components** section to create or select a diagnostic.

Portfolio

Focus School Report (Not started)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
This document is due on **Nov 25, 2013**.

Required

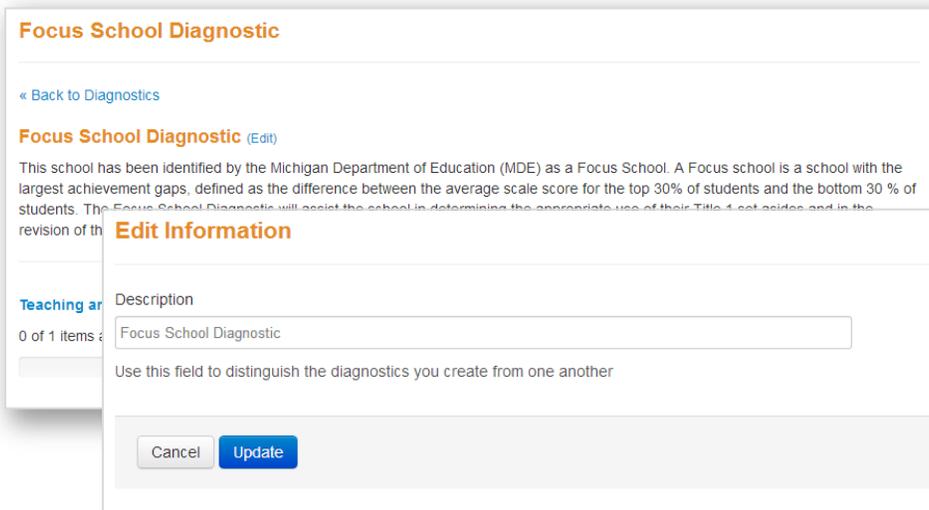
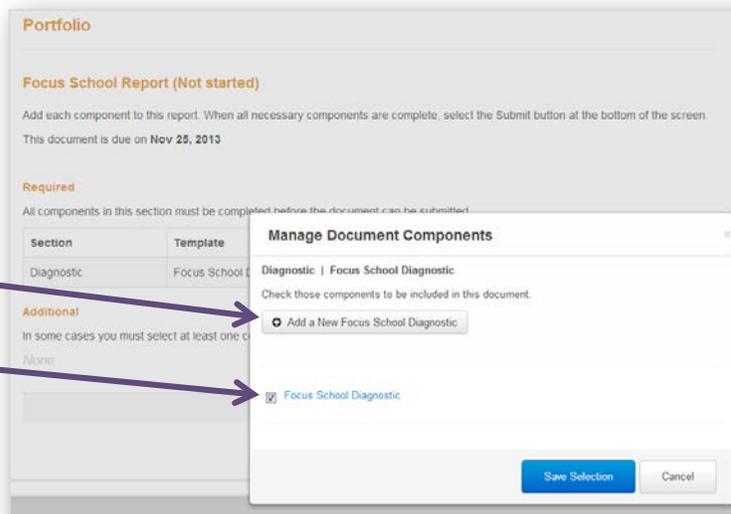
All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Focus School Diagnostic		<input checked="" type="checkbox"/>

You must select at least one component from this list before the document should be submitted.

The **Components** column identifies what needs to be submitted. This column is blank when nothing has been attached.

If no components have been started, select **Add New**. Any component with the check box marked will be added to your report.

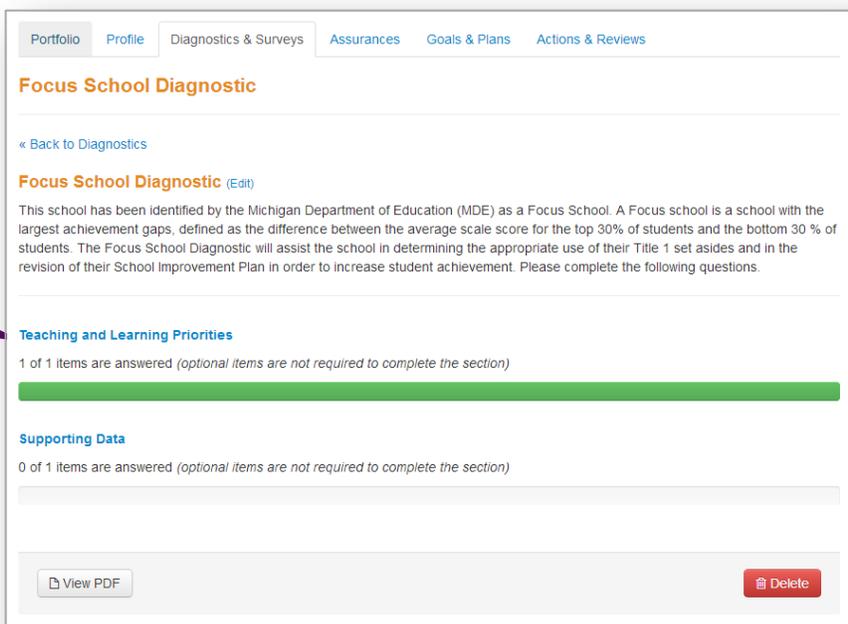


When on the page of the diagnostic, select **Edit** to give the component a unique name with a date to differentiate reports from year-to-year. Select **Update** when complete.

Completing the Focus School Diagnostic

The Focus School Diagnostic is the only required component of the Focus School Report submission.

Select the section title to view and respond to each item.



Completing and Submitting the Focus School Report

Select the **Portfolio** tab at the top of the page, and open the Focus School Report.

The screenshot shows the 'Portfolio' page with the 'Focus School Report (Not started)' section. A 'Manage Document Components' dialog box is open, allowing the user to select components for the report. The dialog box has a title bar 'Manage Document Components' and a subtitle 'Diagnostic | Focus School Diagnostic'. It contains a list of components with checkboxes. The 'Focus School Diagnostic' component is checked. There are 'Save Selection' and 'Cancel' buttons at the bottom of the dialog. A purple arrow points from the text to the pencil icon in the 'Complete' column of the table in the background.

Select the pencil icon in the components column. This opens a window that allows you to select the component to attach by checking the box and selecting **Save Selection**.

The screenshot shows the 'Portfolio' page with the 'Focus School Report (In Progress)' section. A table lists the components added to the report. The 'Focus School Diagnostic' component is listed with a checkmark in the 'Complete' column. A blue callout box points to the component name in the 'Components' column, and a purple callout box points to the checkmark in the 'Complete' column. A blue callout box at the bottom provides a note about the 'View PDF' button.

The component name now appears in the **Components** Column. Select the name to view/edit the diagnostic results.

All completed Components have checkmark in the completed column.

Note: You can view a PDF of the complete document at any time during the process by selecting **View PDF**. The PDF will be shown as a DRAFT until it is submitted.

Select **Submit** once all required components of the document have a checkmark in the Complete column.

Districts

All districts with one or more school identified as “Priority” or “Focus” by the Michigan Department of Education, have been assigned an ASSIST document to complete and submit a **District Systems Improvement Report**. This report consists of a District Resource Allocation Self-Assessment Diagnostic. Use the steps provided below to guide the completion and submission of this report.

NOTE: In addition to submitting a district level report, districts are also expected to review and accept all reports submitted by Priority and Focus Schools in ASSIST. Instructions are provided at the end of this document.

Getting Started

Upon logging into ASSIST, district users are able to search for all of its schools.

Upon selecting the school account for your District, the upcoming Document is listed with a due date of **February 28, 2014**. Selecting the document name will display the component details required for submission.

Search Institutions

Search Criteria

Institution

Enter all or part of the institution name.

Parent Institution

Enter all or part of the parent institution name.

State Identifier

Unique identifier provided by the state. Not applicable to all institutions.

City

State

Enter all or part of the state name (eg. "Georgia") not the abbreviation (eg. "GA")

Country

Enter all or part of the country name (eg. "United") not the country abbreviation (eg. "US")

If you do not see a document, but believe you should have one, please contact customerservice@advanc-ed.org.

Portfolio

Overview

Select the school year to expand the list of all associated documents for this district.

Select a document for additional details and to begin or continue your work.

2013-2014 School Year

Days Past Due	Due Date	Status	Document
	February 28, 2014	Not started	District Resource Allocation

Select the document name to view the component details required for submission.

Viewing ASSIST Document Details

The **Document Details** page identifies the components that must be included in the submitted document.

Portfolio

District Resource Allocation (Not started)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
This document is due on **Feb 28, 2014**

Required
All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	District Resource Allocation Self-Assessment Diagnostic		<input type="checkbox"/>

Additional
In some cases you must select at least one component from this list before the document should be submitted.

The **Components** column identifies what needs to be submitted. This column is blank when nothing has been attached.

Select the icon in the components column to start a diagnostic.

If no components have been started, select **Add New**. Any component with the check box marked will be added to your report.

Portfolio

District Resource Allocation (Not started)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
This document is due on **Feb 28, 2014**

Required
All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	District Resource Allocation Self-Assessment Diagnostic		<input type="checkbox"/>

Additional
In some cases you must select at least one component from this list before the document should be submitted.

None

Manage Document Components

Diagnostic | District Resource Allocation Self-Assessment Diagnostic

Check those components to be included in this document.

- Add a New District Resource Allocation Self-Assessment Diagnostic
- District Resource Allocation Self-Assessment Diagnostic

Save Selection Cancel

Selecting the name of the diagnostic will take you to the diagnostic page to begin work on the specific component.

District Resource Allocation Self-Assessment Diagnostic

[« Back to Diagnostics](#)

District Resource Allocation Self-Assessment Diagnostic (Edit)

For each principle, rate your district's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone will have a discussion on the Creativity and Innovation principle.

Edit Information

Description

District Resource Allocation Self-Assessment Diagnostic

Use this field to distinguish the diagnostics you create from one another

Cancel

Update

When on the page of the diagnostic, select **(Edit)** to give the component a unique name with a date to differentiate reports from year-to-year. Select **Update** when complete.

Completing the ResourceCheck™ District Resource Allocation Self-Assessment Diagnostic

The District Resource Allocation Self-Assessment Diagnostic is a self-assessment tool developed by the non-profit [Education Resource Strategies, Inc. \(ERS\)](#) to help you assess whether you are making the most of the resources – people, time and money – that you have. For over a decade, ERS has helped leaders of urban school districts strategically reallocate their resources to improve student performance. Through this work we have identified seven Core Transformational Strategies that support high-performing schools.

In high-functioning districts, resources—people, time, and money—are allocated to optimize these strategies. Core Transformational Strategies: School Funding - Ensure equitable, transparent, and flexible funding across schools adjusted for student need; Teaching - Restructure teaching to foster individual and team effectiveness and professional growth; School Design - Support schools in organizing talent, time, and money to maximize learning; Instructional Support - Ensure access to aligned curriculum, instruction, assessment, and professional development; Leadership - Build school and district leader capacity; Central Services - Redesign central roles for empowerment, accountability, and efficiency; Partnerships - Partner with families and communities.

Use ResourceCheck to see how your district resource decisions compare to best practices. This tool is based on resource strategies and principles from “The Strategic School: Making the Most of People, Time, and Money” by Karen Hawley Miles and Stephen Frank (2008).

You will be asked to rate your district’s performance, using a Likert scale response, on 35 practices that are groups into seven sections. It is most valuable to complete this diagnostic as a team. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions.

Once completed, this diagnostic should be included as part of your District Systems Improvement Report submission. Exhibit F (attached) contains the *ResourceCheck™* District Resource Allocation Self-Assessment Diagnostic content.

Respond to each section of the diagnostic by selecting the section title.

A table provides the required items within each section. Items without a checkmark have not received a response, whereas those with a checkmark have been completed.

District Resource Allocation Self-Assessment Diagnostic

[Back to Diagnostics](#)

District Resource Allocation Self-Assessment Diagnostic (edit)

For each principle, rate your district's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions. Patterns of "don't knows" may be indicators of opportunity for cross-functional discussion. This assessment tool is based on resource strategies and principles Licensed by Education Resource Strategies, Inc. under the Creative Commons Attribution-Noncommercial-No Derivative Works 3.0

School Funding
4 of 4 items are answered (optional items are not required to complete the section)

Teaching
5 of 10 items are answered (optional items are not required to complete the section)

School Design
0 of 8 items are answered (optional items are not required to complete the section)

Instructional Support
0 of 4 items are answered (optional items are not required to complete the section)

Leadership
0 of 3 items are answered (optional items are not required to complete the section)

Central Services
0 of 6 items are answered (optional items are not required to complete the section)

Partnerships
0 of 2 items are answered (optional items are not required to complete the section)

[View PDF](#) [Delete](#)

Select an item with the **Respond** link.

Instructional Support

Rate your district's performance to the best of your knowledge.
✓ Denotes an answered response

Summary of all responses

[Respond](#) ✓ The district publishes learning standards, topics of study, and grade level, mapped to state and local standards.

At any time you can return to the **Standard Summary** to view a different item or overall diagnostic progress.

Respond

[Back to Instructional Support](#)

Provide Assessment Systems Teachers frequently assess student progress and use the results to adjust their instruction.

Never	Sometimes	Frequently	Always	Don't Know
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Previous](#) [Save and Continue](#)

Once the item has a response, select **Save and Continue**. ASSIST automatically takes you to the next item in the diagnostic.

Complete all questions in the diagnostic and confirm completion by selecting the **Yes Complete** in the pop-up window.

View, save, or print a PDF of the Executive Summary at any time during the process.

District Resource Allocation Self-Assessment Diagnostic

4 of 4 items are assessed (optional items are not required to complete the section)

13 of 10 items are answered (optional items are not required to complete the section)

5 of 5 items are assessed (optional items are not required to complete the section)

4 of 4 items are assessed (optional items are not required to complete the section)

5 of 3 items are assessed (optional items are not required to complete the section)

6 of 6 items are assessed (optional items are not required to complete the section)

2 of 2 items are answered (optional items are not required to complete the section)

[View PDF](#) [View results](#) [Done](#) [Complete](#)

Upon completion, **View Results** will display at the bottom of the screen. This produces a graph using the diagnostic results.

Reopen is also available until the diagnostic is submitted as part of the District Systems Improvement Report.

District Resource Allocation Self-Assessment Diagnostic

Success! The Diagnostic has been completed.

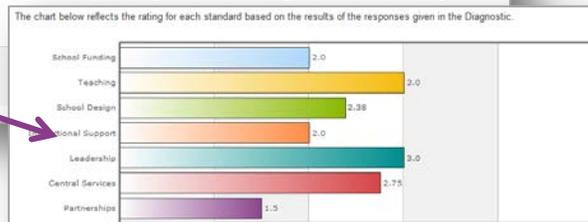
[Back to Diagnostics](#)

District Resource Allocation Self-Assessment Diagnostic (Edit)

For each principle, rate your district's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions. Patterns of "don't knows" may be indicators of opportunity for cross-functional discussion. This assessment tool is based on resource strategies and principles Licensed by Education Resource Strategies, Inc. under the Creative Commons Attribution-NonCommercial-No Derivative Works 3.0

The diagnostic you are attempting to access had already been completed and you cannot make changes to its contents. The diagnostic needs to be reopened before you can access it.

[View PDF](#) [View results](#)



Reviewing Priority and Focus School Reports

For any district that needs to approve a Focus or Priority school report, utilize the search engine to find a list of your schools for all of its schools.

Select the "school" for which you want to review a report.

Upon selecting the school account, you should see a document listed for that school.

Search Institutions

Search Criteria

Institution

Enter all or part of the institution name.

Parent Institution

Enter all or part of the parent institution name.

State Identifier

Unique identifier provided by the state. Not applicable to all institutions.

City

Portfolio

Overview

Select the school year to expand the list of all associated documents for that period.
Select a document for additional details and to begin or continue your work.

2013-2014 School Year

Days Past Due	Due Date	Status	Document
	November 25, 2013	Submitted	Focus School Report

Select the document name to view the submitted plan.

If the school submitted the report, there will be a link to the archived report at the bottom of the page. This link, or View PDF will give you access to the full report.

If you are satisfied with the plan, select **Accept**.

If the plan needs additional work, select **Reopen** and provide comments when prompted.

The school's principal, as well as the primary contact listed in the school's ASSIST Profile, will receive an email when the report is approved or reopened.

Portfolio

Focus School Report (Submitted)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
This document is due on **Nov 25, 2013**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Focus School Diagnostic	Focus School Diagnostic	✓

Additional Components

In some cases you must select at least one component from this list before the document should be submitted.

None

Buttons: Reopen, Accept, View PDF, Attachments, View Log

History

- July 18, 2013 8:17 AM
- July 18, 2013 8:15 AM

Note: If a plan has been reopened and submitted multiple times, each submission is archived along with the comment history provided by the reviewer.

Exhibit A: School Executive Summary Content

Executive Summary

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Exhibit B: Transformation Redesign Diagnostic Content

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented. Your reform plan requirements should be based on relevant data and context for your school. When appropriate for each requirement, cite data used to support the strategies in the plan and include relevant considerations that led to the plan decisions.

While developing the plan, the reform planning team must consider the following:

- the resources that will be allocated to this to ensure effective implementation,
- the indicators that will be used to guide your progress,
- the long-term outcomes the school/district expects (be specific), and
- the evidence the school be able to provide to document the implementation of the requirement.

Use your reform planning template to note these factors during your planning discussions, and include any of these in your requirements as you find appropriate. These will be used in the goal identification and strategic planning components of the School Improvement Plan after your reform/redesign plan is approved. This will allow for more focused planning, including selection of strategies and activities to effectively implement the plan.

A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement.

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

PART B: TEACHING AND LEARNING PRIORITIES

1. State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. “ (These should come from the data dialogue that initiates your planning efforts.)
2. State what data were used to identify these ideas.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all four turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant. Provide supporting documentation such as resume or interview questions.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district’s plan to add additional minutes/hours/days in instruction for all academic subjects or redesign the day/week/year to provide additional student learning time in the current schedule. *
Note: If you plan to apply for a School Improvement grant, you must add additional minutes/hours/days.

Indicator 8B: In your response, describe enrichment activities that will be available for students.

Indicator 8C: In your response, describe the district’s plan to offer increased collaboration time for teachers. Attach a teacher collaboration schedule and a school calendar/schedule showing increased instructional time if applicable.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: To respond to this requirement, complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form)

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Exhibit C: Turnaround Redesign Diagnostic Content

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented.

Your reform plan requirements should be based on relevant data and context for your school. When appropriate for each requirement, cite data used to support the strategies in the plan and include relevant considerations that led to the plan decisions.

While developing the plan, it is likely that reform planning teams will consider the following:

- the resources that will be allocated to ensure effective implementation,
- the indicators that will be used to guide your progress,
- the long-term outcomes the school/district expects (be specific), and
- the evidence the school will provide to document the implementation of the plan.

Use your reform planning template to note these factors during your planning discussions, and include any of these in your requirements as you find appropriate. These will be used in the goal identification and strategic planning components of the School Improvement Plan after your reform/redesign plan is approved. This will allow for more focused planning, including selection of strategies and activities to effectively implement the plan.

A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

PART B: TEACHING AND LEARNING PRIORITIES

1. State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. (These should come from the data dialogue that initiates your planning efforts.)
2. State what data were used to identify these ideas.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has selected a new principal that meets all four turnaround competencies. Provide supporting documentation such as resume or interview questions.

Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth).

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and Administrator Evaluation.

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5A: In your response, detail the new governance structure that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. The governance structure must address: (a) how it will remove barriers to reform plan implementation, (b) monitor plan implementation to inform plan refinement, and (c) provide a liaison between the district and building.

Indicator 5B: Complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form)

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectation for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: In your response, describe the district's plan to add additional minutes/hours/days in instruction for all academic subjects or redesign the day/week/year to provide additional student learning time in the current schedule. *
Note: If you plan to apply for a School Improvement grant, you must add additional minutes/hours/days.

Indicator 8B: In your response, describe the district's plan to offer enrichment activities for students.

Indicator 8C: In your response, describe the district's plan to offer increased collaboration time for teachers. Attach a teacher collaboration schedule and a school calendar/schedule showing increased instructional time if applicable.

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail how the strategies the school will implement to provide social, emotional and community services to meet student needs.

Exhibit D: Closure Diagnostic Content

Closure Diagnostic

Introduction

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other higher achieving schools. To write a closure plan, you will need to address eight separate requirements. The closure plan should be developed for implementation through the 2015-16 school year.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented. A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement.

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

PART B: CLOSURE REQUIREMENTS

Requirement #1: Describe how the school (or its district) will communicate the closing of the school/district to stakeholders of the school. In your response, explain the process for assigning or offering alternative enrollment in a higher performing school. State whether the school expects 50% or more of its student body to enroll in a single school. If yes, describe the communication plan to such schools that if incoming students make up more than 50% of the student body then the Priority School status will transfer as well.

Requirement #2: Identify the individual(s) who has authority for decision-making and oversight throughout the closure process. Also, provide evidence that this designation was approved by the governing body.

Requirement #3: Describe how the school (or its district) will communicate the closing of the school/district to appropriate state agencies. The communication must include correspondence to the following agencies before 5/01/2014: State Aid, Field Services, State Reform Office, Office of Retirement Services, CEPI/EEM, Pupil Accounting, School Finance, and Special Education.

Requirement #4: Describe how the school (or its district) will assist and track the matriculation of students to higher performing schools. In your response, detail the process for enrolling students elsewhere (also see Requirement 1) and provide a timeline for transferring student records to enrolling schools.

Requirement #5: Describe how the school (or its district) will prepare and store all business, board, and student records in accordance with adopted state records retention schedules and requirements. In your response, identify the location for permanent storage and the date by which this arrangement will be complete.

Requirement #6: Describe how the school (or its district) will ensure that authorized individuals will maintain access to state /federal reporting sites and file all required final reports in accordance with established timelines. In your response, identify the authorized individuals and ensure this authority was delegated by the governing body. Also, list the anticipated reports to be filed and deadlines for each filing.

Requirement #7: Describe how the school (or its district) will ensure proper disposition of property purchased with federal funds. In your response, provide an inventory of property purchased by federal funds or provide a process and timeline for submitting the inventory. Also, describe the process, timeline, and deadline (must be before 5/1/2014) for identifying eligible public institutions to receive the inventoried property.

Requirement #8: Plan addresses three additional **Public School Academy** requirements. If you are a Public School Academy you must: (a) identify a temporary space for conducting closure business throughout the closure process or establish a process,

timeline and deadline before 12/31/13 for selecting one, (b) detail a budget to pay for tasks related to dissolving the school and associated non-profit or establish a process, timeline and deadline before 12/31/13 for selecting one, and (c) identify deadlines for completing steps in the wind up and dissolution procedural actions template.

Exhibit E: Restart Model Diagnostic Content

Restart Model Diagnostic

Introduction

The school restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO). To write a restart plan, you will need to address eight separate requirements. The restart plan should be developed for implementation through the 2015-16 school year.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented. A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement.

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

PART B: RESTART MODEL REQUIREMENTS

Requirement #1: Establish eligibility for this model by providing evidence that the district has decided to close a school and reopen it as a Public School Academy. Provide evidence that the school's district has agreed to accept an application to become a new charter school. Also, describe the timeline for submitting the application (deadline must be before 5/1/2014) and available grade levels.

Requirement #2: Describe the competitive selection process by which the school operator, EMO or CMO will be chosen, including the criteria to be used. In your response, describe the competitive process for selecting a school operator and selection criteria.

Requirement #3: Describe how the school (or its district) will communicate the change in status of the school/district to stakeholders of the school. In your response, explain the process for assigning or offering alternative enrollment in a higher performing school. State whether the school expects 50% or more of its student body to enroll in a single school. If yes, describe the communication plan to such schools that if incoming students make up more than 50% of the student body then the Priority School status will transfer as well. Communication must be completed before 12/31/13.

Requirement #4: Describe how the school (or its district) will communicate the closing of the school/district to appropriate state agencies. The communication must include correspondence to the following agencies before 5/01/2014: State Aid, Field Services, State Reform Office, Office of Retirement Services, CEPI/EEM, Pupil Accounting, School Finance, and Special Education.

Requirement #5: Describe how the school (or its district) will assist and track the matriculation of students to higher performing schools. In your response, detail the process for enrolling students elsewhere (also see Requirement 1) and provide a timeline for transferring student records to enrolling schools.

Requirement #6: Describe how the school (or its district) will prepare and store all business, board, and student records in accordance with adopted state records retention schedules and requirements. In your response, identify the location for permanent storage and the date by which this arrangement will be complete.

Requirement #7: Describe how the school (or its district) will ensure that authorized individuals will maintain access to state /federal reporting sites and file all required final reports in accordance with established timelines. In your response, identify the authorized individuals and ensure this authority was delegated by the governing body. Also, list the anticipated reports to be filed and deadlines for each filing.

Requirement #8: Describe how the school (or its district) will ensure proper disposition of property purchased with federal funds. In your response, provide an inventory of property purchased by federal funds or provide a process and timeline for submitting the inventory. Also, describe the process, timeline, and deadline (must be before 5/1/2014) for identifying eligible public institutions (which can include the restart PSA) to receive the inventoried property.

Exhibit F: Priority School Assurances

Priority School Assurances

All priority schools will be required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Teacher evaluation tool

Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.

Administrator evaluation tool

Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.

Exhibit G: Assurance of Operational Flexibility

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

- Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies and operating procedures, the school has authority and sufficient autonomy to implement all requirements described herein as written.
- Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:

Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.

- (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.
 - (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.
- Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c. **If yes, provide the meeting date in the box below and attach a copy of the MOU.**
 - NOTE: A copy of the addendum must be submitted to the Michigan Department of Education/School Reform Office by August 1, 2014.
 - Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.
 - Upload a signed copy of the [Operational Flexibility Assurance Signature Page](#) below.

Exhibit H: Single Building District Resource Allocation Content

Single Building District Resource Allocation Self Assessment

Introduction

This school assessment tool is based on resource strategies and principles from “The Strategic School: Making the Most of People, Time, and Money” by Karen Hawley Miles and Stephen Frank (2008). The purpose of this tool is to help you do a healthy school check-up: thinking about your current structure, where are and aren't you strategic? Are there any areas that are high priority for updating?

Please read each statement or question and decide how closely that statement or question reflects the current reality in your Single Building District. If it is totally aligned with your current reality, respond that you “Strongly Agree.” If the statement or question is not at all what your current reality is, respond that you “Strongly Disagree.” Respond with the other choices, “Agree” or “Disagree” if those more closely match your perception of your currently reality. This rating differs from the original Strategic School tool in its type of response yet still holds up the practices of a strategic school for comparison.

Investing In Teaching Quality

Hiring and organizing staff to fit school needs in terms of expertise, philosophy, and schedule. Integrating significant resources for well- designed teacher professional development that provides expert support to implement the school's core instructional design. Creating systems, that promote individual teacher growth through induction, leadership opportunities, professional development planning, evaluation, and compensation.

Execute Hiring Plan	Before posting a position, school leaders assess student need, staff capacity, and scheduling priorities to determine long-term staffing priorities and needs.
Create Job Description	School leaders work ahead to define a clear set of desired traits, skills, and work schedules, keeping in minds of the teacher's collaborative team, the school design, and the school's student population.
Ensure Quality Hiring Pool	School actively encourages interns and finds opportunities for teachers needing part-time work.
Assess Fit and Experience	A well-designed protocol, combined with classroom lesson demonstrations, assesses candidate expertise, philosophy, and commitment.
Track New Teacher Progress/Distribute Expertise	School leaders carefully track whether new teachers are placed in supportive teams and make team changes as necessary to distribute expertise across grades and subjects, with the most expert teachers assigned to the highest priority areas.

Coherent PD Bond on Student Performance and Teacher Needs	Professional Development content is consistent with the language, instructional methods, priorities, and timing of the school's instructional design; school leaders and teacher teams use student performance data to determine areas of focus, set school improvement goals, and monitor progress.
Organize Collaborative Professional Development	Teams of teachers in the same school whose members share subjects or students collaborate around assessment and instruction; rigorous structures are in place to use collaborative team planning effectively.
Provide Regular Professional Development Opportunities	Time is structured to allow sufficient, regular time for right groups to collaborate, with the right support.
PD Follow- up and Coaching	Teachers practice new strategies and review impact with expert support throughout their careers.
Offer Induction Support For New Teachers	Schools provide deep ongoing support; integrates the district-provided support with its own school needs; Assigns new teachers manageable challenges.
Specify Growth Opportunities	Schools provide systematic provision of leadership opportunities linked to school needs.
Schedule Personnel Reviews	Schools perform regular reviews of teachers' professional development plans that inform opportunities
Evaluate Performance	Schools perform regular evaluations that link to professional development, support, and opportunities provided

Creating Individual Attention and Personal Learning Environments

Assessing student learning to adjust instruction and support. Creating smaller group sizes and reducing teacher loads in high-need areas; foster personal relationships between students and teachers

Assess Students	Schools conduct formative assessments throughout the year to ensure teachers know whether students are learning what they should be as the year progresses-not only after the year or unit is over.
Use Assessment Results	Teachers examine results from ongoing assessments and use these data to improve lessons and tailor instruction to meet specific student needs.
Practice Collaborative Planning	Schools provide blocks of common planning time during which teachers may collaborate with their colleagues to interpret and then use the data to improve schoolwide practice.
Align Student Evaluation Strategies	Teachers align their student evaluation strategies across the schools. For example, an Elementary School might perform reading assessments every six weeks and compare progress. A Secondary School might use a schoolwide writing prompt to examine writing skills evaluation. Teachers are then able to use this common strategy to discuss findings and adjust instruction accordingly.

Manage Class Sizes	Class size in core subjects varies by grade and subject purposefully to address student needs; class size is reduced in high-priority areas such as early grades, reading, and math. Class size in electives is managed to maximize enrollment.
Consider Student Needs	Small groups are created that are flexible and change based on subject and student progress. Other adults from the school building are used to come into classrooms and provide support during flexible-group time.
Provide Tutoring	Tutoring is integrated into homeroom's regular instruction and curriculum. Students may work with a tutor regularly until they no longer need the services. Tutoring is provided by regular classroom teachers, or by staff who coordinate closely with homeroom teachers.

Use Student Time Strategically

Maximizing time, including longer blocks of uninterrupted time, that students spend on academic subjects; Varying time and instructional programs to ensure all students meet rigorous academic standards

Maintain Schedules	School leadership team recrafts the schedule, sometimes annually, to match time allocation with needs of students-subgroups and individuals.
Exercise Flexibility	Schedule may differ from other schools to increase planning time or professional development opportunities, or meet other teacher priorities.
Balance Time	Schedule is crafted to strategically balance time spent on core instruction, support, enrichment activities, and non-instructional time.
Set Clear Expectations	Teachers have clear expectations for how to use instruction time and are held accountable for spending sufficient time in English and math (at elementary level) and making good use of time; administrators avoid interrupting instruction.
Provide Learning Opportunities	Students who struggle are given sufficient opportunity to catch up with peers in core academic subjects, focusing on key areas such as ELA and Math.
Support Student Learning	Students who need more time on a unit get it, while students who are ready to move on are able to or receive enrichment.
Expand Hours of Instruction	Time is extended when deemed necessary for student learning (e.g., extended day, extended year, Sat school, summer school).

Exhibit I: District Resource Allocation Content

District Resource Allocation Self Assessment

Each of the seven Core Transformational Strategies is broken down into several principles. Each principle has several statements to help you think about your district's practices. This assessment tool is based on resource strategies and principles Licensed by Education Resource Strategies, Inc. under the Creative Commons Attribution-Noncommercial-No Derivative Works 3.0

School Funding

Transformational Strategy: Ensure equitable, transparent, and flexible funding across schools adjusted for student need

	Statement	Response
1.1 Allocate Resources Equitably	<p>Students with similar needs (i.e., SPED or ELL) receive the same level of resources regardless of what school they attend. This is more likely if school budgets are determined by:</p> <ul style="list-style-type: none"> Allocating staffing \$ through per pupil formulas. Adjusting up and down based on actual enrollment. Insuring small schools (<350) have sufficient, but not excessive, resources by deliberately considering school size in budget allocation formula. Providing students with greater learning challenges (e.g., SPED, ELL poverty or low proficiency) additional resources to support these needs. 	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
1.2.1 Create Funding Transparency	The district reports school budgets with all funding sources, and presents it in a format that is easy to understand and compare across schools.	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know

	Statement	Response
1.2.2 Position and Dollar Allocation	The rules for how positions and dollars are allocated to schools are clearly published and rigidly adhered to.	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know

	Statement	Response
1.3 Ensure Funding Flexibility	Principals can make decisions (hiring, adjusting schedules, trading resources, etc.) without requiring a full faculty vote or having staff they would not have selected placed in their	Never, Sometimes, Frequently, Always, Don't Know

Teaching

Transformational Strategy: Restructure teaching to foster individual and team effectiveness and professional growth

	Statement	Response
2.1 Measure Teaching Effectiveness	All teachers in the district receive accurate and rigorous evaluations each year based on clear standards for teaching effectiveness and student performance.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
2.2.1 Facilitate Hiring & Assignment	Virtually all teaching positions are filled by August.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
2.2.2 Identify New Teachers	The district identifies schools with a high concentration of new teachers and ensures additional support.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
2.3.1 Ensure School-based PD	All core teachers in the district participate in at least 90 minutes of collaborative planning time a week.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
2.3.2 Ensure Team Collaboration	Collaborative planning is focused on student data and supported by teacher leaders/coaches to ensure that time is used well.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
2.3.3 Provide Job Embedded PD	Teacher professional development is primarily job embedded (versus course based) and driven by student performance data.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
2.4.1 Promote Individual Retention	The district rigorously evaluates teachers before making tenure decisions and promotes only those who are high performing.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
2.4.2 Promote Individual Growth	Teacher professional development is individualized based on measured performance and identified learning need.	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know

	Statement	Response
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2.5.1 Restructure Career Path	The district's career path provides opportunities for strong teachers to pursue multiple leadership paths (e.g., administrative or teacher leader).	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know
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	Statement	Response
2.5.2 Restructure Compensation	The teacher compensation increases over their career accumulate more due to increased performance and leadership contribution, than simply increasing years of experience (step) or accumulating course credits.	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know

School Design

Transformational Strategy: Support schools in organizing talent, time, and money to maximize learning

	Statement	Response
3.1.1 Design Portfolio of Schools	The district actively plans school sizes and configurations to cost effectively balance: (1) Providing highly-effective programs (e.g., SPED, ELL) (2) Utilizing existing facilities (3) Allowing equitable access across neighborhoods (4) Fostering innovative partnerships.	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know

	Statement	Response
3.1.2 Ensure Cost Effectiveness	The district has a clear plan for staffing small (<350) and under-filled schools to ensure cost effectiveness.	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know

	Statement	Response
3.1.3 Balance Quality Instruction	The district deliberately manages the assignment of special education and ELL programs to balance quality instruction and the need for inclusion with cost effectiveness (fill rates).	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
3.2.1 Promote State-of- the-Art "Strategic School Designs"	The district provides schools with a menu of school design options (aligned schedule, staffing, intervention) so that each school can choose the best plan for its size, priorities, and instructional designs.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
3.2.2 Promote Flexibility	Schools have the flexibility to lower and raise specific class sizes based on unique content area and student needs.	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know

	Statement	Response
3.2.3 Maximize Diverse Experiences	Schools are encouraged to create teacher teams of diverse experience to maximize impact of skills and combined expertise.	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know

	Statement	Response
3.2.4 Maximize Academic Time	The district helps schools to maximize academic time for core subjects and extended learning time for students who need it.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
3.2.5 Implement Cost-Effective Models	Schools implement cost-effective early intervention models that identify learning needs early and organize rapid intervention for at-risk children.	Never, Sometimes, Frequently, Always, Don't Know

Instructional Support

Transformational Strategy: Ensure access to aligned curriculum, instruction, assessment, and professional development (PD)

	Statement	Response
4.1 Align Curriculum	The district publishes learning standards, topics of study, and approved curriculum materials for each grade level, mapped to state and local standards.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
4.2.1 Provide Assessment Systems	Teachers frequently assess student progress and use the results to adjust their instruction.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
4.2.2 Facilitate Data Management	Percent of school leaders and teachers that are trained and proficient in using data to inform school improvement and classroom practice.	0-25%, 25-50%, 50-75%, 75-100%, Don't Know

	Statement	Response
4.3 Target Professional Development	The district has a system that identifies areas of improvement within each school, helps schools develop a multiyear PD plan, and deploys PD resources based on the school's need.	Never, Sometimes, Frequently, Always, Don't Know

Leadership

Transformational Strategy: Build school and district leader capacity

	Statement	Response
5.1 Measure Leadership Effectiveness	The district evaluates principals on clear and rigorous standards of performance, and uses evaluations to determine appropriate levels of support and compensation or changes in job responsibility.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
5.2 Manage Hiring & Assignment	The district strategically places its best leaders in the toughest assignments.	Never, Sometimes, Frequently, Always, Don't Know

	Statement	Response
5.3 Promote Growth & Retention	The district uses a leadership building strategy for high-potential school leaders that: (1) provides intensive training in successful school leadership (2) strategically places them in schools where they can have the most academic impact and professional growth (3) infuses significant operational support throughout the school year.	Never, Sometimes, Frequently, Always, Don't Know

Central Services

Transformational Strategy: Redesign central roles for empowerment, accountability, and efficiency

	Statement	Response
6.1 Measure School Performance	The district sets targets for academic performance growth for all schools that are easy to understand and used to drive instruction.	Never, Sometimes, Frequently, Always, Don't Know
	Statement	Response
6.2 Differentiate School Support	The district differentiates school support and resources based on each school's academic performance, practice, and leadership capacity.	Never, Sometimes, Frequently, Always, Don't Know
	Statement	Response
6.3 Turnarouond Low-performing schools	<ol style="list-style-type: none"> Does your district have a deliberate turnaround strategy for persistently low-performing schools? If yes, how many of the six practices below does your strategy have? <ul style="list-style-type: none"> - Diagnose the needs and resource levels of the school - Ensure transformational leadership - Assemble expert teacher teams - Provide sufficient expert instructional support and collaborative planning time - Target student support (extra time, tutoring, etc.) - Provide additional problem-solving, support, and monitoring from the central office 	<p>No Yes</p> <p><input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> 0 components</p> <p><input type="radio"/> 1 component</p> <p><input type="radio"/> 2 components</p> <p><input type="radio"/> 3 or more components</p> <p><input type="radio"/> Don't know</p>
	Statement	Response
6.4 Integrate Data	The district integrates student, teacher, and resource data through a system that is easy for administrators, teachers, and central office staff to use.	Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know
	Statement	Response
6.5 Ensure Efficient Operations	The district tracks the costs and service quality for each central department, and manages its spending in response to change in key cost drivers (e.g., enrollment or funding streams).	Never, Sometimes, Frequently, Always, Don't Know

Partnerships

Transformational Strategy: Partner with families and communities

	Statement	Response
7.1 Maximize Community Resources	The district actively partners with community providers to offer enrichment and social service support.	Never, Sometimes, Frequently, Always, Don't Know
	Statement	Response
7.2 Engage Families	The district supports schools to partner with parents around meeting student learning goals.	Never, Sometimes, Frequently, Always, Don't Know