

(a) Evidence of Support 1

 (1) *The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students* 1

 (2) *The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services*..... 6

 (3) *integrate with or build on similar or related efforts to improve relevant outcomes* 10

(b) Need for Project 11

 (1) *services or otherwise address the needs of students at risk of educational failure*..... 11

 (2) *specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses* 15

(c) Quality of the Project Design 18

 (1) *The extent to which the proposed project demonstrates a rationale*..... 18

 (2) *The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs* 30

 (3) *The extent to which the grant activities will be evaluated, monitored, and reported to the public*..... 30

(d) Quality of the management plan 33

 (1) *In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks* 33

(e) Adequacy of resources 38

 (1) *The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support*..... 38

 (2) *The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding* 39

(a) Evidence of Support

(1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Lindsay Unified School District (LUSD) is located at the southeastern end of the San Joaquin Valley in Tulare County, California. LUSD provides educational services to 4,190 K-12th grade learners in 6 elementary schools (K-8), 1 comprehensive high school, and 1 alternative education program that consists of a community day school, a charter school, and a continuation high school. Eighty-nine percent (89%) of Lindsay learners are Hispanic/Latino, 52% are classified as English Learners (ELs), and 89% qualify for free/reduced price meals. Seventy eight percent (78%) of Lindsay learners are from low-income families and 13% of learners meet state and federal criteria as homeless. LUSD believes that *all* students, regardless of race, language, or socioeconomic status, can achieve outstanding academic results and strives to prepare each learner for success in college and career in a learner centered educational environment.

Through LUSD's proposed Teacher and School Leader Incentive Program (TSL), *Empower Lindsay*, the district will strategically advance its established Human Capital Management System (**Absolute Priority 1**) not only to improve instructional and leadership practice, but also to recognize the outstanding performance of its teachers and school leaders (**Absolute Priority 4**). Key strategies include: refining the teacher and principal evaluation system; making modifications to the Human Capital Management System (HCMS) focusing specifically on teacher recruitment, training, and placement; implementing an adjusted performance based compensation system (PBCS); and providing personalized professional development and career advancement pathways. The implementation of these key strategies will propel the project toward its ultimate outcomes: a fully aligned and well-functioning HCMS; ensuring every

learner has an effective teacher and every school has effective leadership; and improved academic outcomes for all learners.

For decades, Lindsay faced many of the same challenges that districts serving low income and minority communities must confront: reducing high dropout rates; meeting the needs of English language learners; and ending chronically low achievement. In response to a long history of stagnant student achievement, LUSD began to deconstruct their traditional education system in 2009 while simultaneously building the new structures needed for a performance based system (PBS), a learner-centered approach where learners advance at their own pace, moving forward based on demonstrating competence on measurable learning objectives. The LUSD learner-centered model recognizes each learner as an individual with unique interests, needs, and abilities, while building a shared foundation that emphasizes and values instructional rigor, real-world relevance, and relationships between teachers and learners. The combination of personalized learning, project-based learning, a clearly defined curriculum, and 21st century skills has brought promising outcomes with the district showing faster gains than the state, county or comparable districts on state and local measures of learner achievement.

Stories of sustained, successful turnaround in districts with similar demographics are rare, but Lindsay's innovative efforts to transform the system have drawn national attention in publications such as the Wall Street Journal, Ed Surge, Competency Works; Ed Source, Education Week, Digital Promise, and the New York Times. In 2012, LUSD was one of only sixteen districts across the nation to receive a Race to the Top District award because of its promising practices and innovative approach to personalized learning. This award allowed LUSD to accelerate the system-wide implementation of the PBS, which empowers learners, teachers, and leaders to fully invest in their own learning and embrace a mindset of being life-

long learners. LUSD's nationally recognized transformation has its foundation in a comprehensive community developed document referred to as the LUSD Strategic Design. This document outlines the vision for personalized learning and professional development across all stakeholders in the system. To further support full implementation of the PBS, the district developed a digital learning platform (DLP) to deliver personalized content and provide progress data to learners, staff, and parents. In addition, the district built the technology infrastructure to support a comprehensive blended learning model. LUSD is one of two districts in the state with a system wide performance-based model and only one of a handful of others across the nation. Hundreds of administrators, teachers, educators and educational institutions come from all over the nation every year to visit Lindsay to learn more about LUSD's performance-based system.

To ensure high quality instruction across the system, LUSD invested in developing and refining a robust Human Capital Management System (HCMS) with an emphasis on creating strategies to attract, place, develop, and retain high quality educators to teach and lead in our rural, high poverty schools. The HCMS is designed to enable our educators to understand and grow within the LUSD learner-centered instructional model in ways that support the district's vision for learning; therefore LUSD carefully considers its approach to compensation, professional development, and pathways for career advancement within Lindsay's PBS. All educators are eligible for a comprehensive, equitable compensation package including base salary, benefits, stipends and extra duty pay.

Empower Lindsay will make modifications in the HCMS by: 1) expanding the strategies to attract, recruit and retain top talent at all levels of the system; 2) strengthening management practices to ensure alignment with the LUSD Strategic Design; 3) aligning the evaluation and support system to better assess effectiveness of teacher and school leader performance; and 4)

utilizing the data from the measurement of teacher and learner performance to guide management decisions over time and to support and reward educators who acquire and demonstrate the instructional practices that accelerate learner achievement.

LUSD's current evaluation and support system for teachers is based on a formal evaluation utilizing the California Standards for the Teaching Profession (CSTP) developed by the California Commission on Teacher Credentialing and considered a valid tool to determine educator effectiveness. Together the following six standards represent a developmental, holistic view of teaching and are intended to meet the needs of increasingly diverse teachers and students in California: 1) Engaging and Supporting all Students in Learning; 2) Creating and Maintaining Effective Environments for Student Learning; 3) Understanding and Organizing Subject Matter for Student Learning; 4) Planning Instruction and Designing Learning Experiences for All Students; 5) Assessing Students for Learning; and 6) Developing as a Professional Educator. As part of the Race to the Top Initiative, LUSD, in collaboration with WestEd, a national educational research and evaluation organization, developed a value-added model of learner achievement and linked this model to the formal evaluation process. Now, learner academic achievement results account for approximately 20% of both the teacher and principal evaluation. The value-added measures are also a part of the weekly collaborative Data Chat Process that drives personalized instruction and learner achievement. Monthly classroom observations and walkthroughs using the CSTP criteria are a critical component of the evaluation system, providing feedback to teachers and school leaders as well as determining individual and site needs for professional development and support. A self-evaluation component allows teachers and principals to set individualized learning goals to improve practice.

The principal evaluation and support system is based on the California Professional Standards for Education Leaders (CPSEL) that includes the following six standards: 1) Development and Implementation of a Shared Vision; 2) Instructional Leadership; 3) Management and Learning Environment; 4) Family and Community Engagement; 5) Ethics and Integrity; and 6) External Context and Policy. At the beginning of each school year, principals complete a self-evaluation based on academic and professional results of the previous year and meet with the superintendent to review and discuss strengths and areas of improvement. The principal and superintendent work together to design an individual professional growth plan reviewed throughout the year to determine progress toward attainment of goals. Evaluation impacts retention, potential promotion to further leadership roles in the system, and suggested supports and/or professional development opportunities. LUSD expects that a principal who performs well on all evaluation standards will see strong outcomes at his or her school.

The district uses performance information from the educator evaluation and support system as the key determiner in deciding if a person continues to teach and lead in LUSD. Those not demonstrating results as identified in the value-added model and the evaluation criteria, are given the opportunity to improve through site-level support. The information is used extensively in Cabinet discussions and in discussion with each site principal throughout the year. Research suggests that the best school systems do not allow ineffective teachers to remain in the classroom for long (Gordon, Kane, and Staiger, 2006; Hanushek, 2009). All low performing teachers and leaders are provided with a personalized plan of support as an effort to reach proficiency. If there is minimal evidence of improvement, LUSD assists them in finding employment elsewhere. Hanushek (2009) estimates that eliminating the least effective 6 to 10 percent of teachers would bring student achievement up significantly. *All of LUSD's schools are high need schools.* If the

adults are not producing results, then the site and district leaders aggressively develop support plans and move to release if improvement is not noted.

Performance based compensation currently is provided through stipends and extra duty compensation. The district's HCMS recognizes effective teachers and principals for improving learner outcomes, participating in career advancement opportunities and for other commitments and contributions that facilitate broader system impact and career growth.

Through the proposed project, LUSD will strategically advance its established system not only to improve instructional and leadership practice, but also to recognize the outstanding performance of its educators. Key strategies include: making modifications to the HCMS particularly related to teacher recruitment and placement; refining the teacher and principal evaluation system; implementing an adjusted performance based compensation structure; and providing personalized professional development and career advancement pathways. The implementation of these key strategies will propel the project toward its defined outcomes: a fully aligned and well-functioning HCMS; every learner with an effective teacher and every school with effective leadership; and improved academic outcomes for all learners.

(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

LUSD has a long history of collaboration with external partners to improve the success of children and families in the Lindsay community and an excellent track record of engaging with appropriate partners to maximize the effectiveness of the HCMS. Many of the partners providing services for the proposed project have been integral in the facilitation of the district's Mission and Vision and implementation of LUSD's PBS system since 2009 and will continue to provide support and expertise as the district moves forward. See Letters of Support in Attachments.

The project will focus the district on strengthening the HCMS to support a system-wide

approach to talent acquisition and recruitment. LUSD has a strong partnership with the Tulare County Office of Education, particularly with the New Teacher Leadership Development Department, to recruit, train, and support new teachers and administrators for Lindsay schools. The district will continue this collaboration to improve recruitment efforts and support personalized professional development. TCOE is the lead organization for the California Center on Teaching Careers (CCTC) providing statewide collaborative leadership to support a continuum of programs and services designed to recruit and advance a qualified, effective, and diverse teacher candidate pool for the state of California. The project will work closely with CCTC to expand the qualified applicant pool and assist in the vetting of candidates. TCOE will also collaborate with LUSD to offer proficiency-based micro-credentials in personalized learning and assist with the development of a Personalized Learning Lab School.

To provide our teachers and school leaders with differentiated and personalized professional development, and support based on needs and interests in the expanded HCMS, we will partner with national experts and organizations in the field of personalized mastery learning systems: Beatrice McGarvey, the Mass Customized Learning Alliance, Technology and Innovation in Education (TIE), and the John D. Welty Center for Educational Policy and Leadership.

Beatrice McGarvey, author of *Inevitable: Mass Customized Learning* (2010) and *Mass Customized Learning, Too* (2013), has been integral in the development of Lindsay's Strategic Design, the centerpiece of the district's vision for learner-centered learning and teaching. As part of the project, teachers and school leaders will have access to the Mass Customized Learning (MCL) Virtual Institute, an online class designed to teach the principles of customized learning.

Based on a common vision to create the Ideal Learning Experience, the Mass Customized Learning Alliance promotes the effort on a national scale. The MCL Alliance is comprised of the

following partners: Schwahn Leadership Associates, Maine Cohort for Customized Learning, McGarvey Educational Associates, Pennsylvania Leadership Development Center, Technology and Innovation in Education, and Lindsay Unified. The MCL Alliance will work with the project to provide training, coaching and feedback for teachers and leaders on implementing learner-centered structures.

The Welty Center was established in 2002 under the leadership of then Fresno State University President John D. Welty to bring the resources and expertise of the University to Central Valley school leaders in an effort to elevate educational leadership and eliminate the achievement gap that has plagued rural districts. In 2013, the Welty Center entered into an innovative partnership with Dr. Richard Elmore, Harvard Graduate School of Education and the Strategic Educational Research Partners (SERP) to implement a two year site leadership team training to grow teacher collective efficacy. Newly published, *The Internal Coherence Framework* (2017) documents this work. The Welty Center is the only institution in the nation currently offering Internal Coherence leadership team training designed to give teachers the leadership skills required to become agents in their own individual and collective learning on behalf of improved teaching, learning, and student achievement. The Welty Center will provide Internal Coherence site team seminars for all LUSD schools, facilitating the growth and development of teacher leaders. See more detail on Internal Coherence in Attachments.

Dr. Nancy Akhavan is a nationally recognized educator, author and consultant. She is currently an Assistant Professor in the Department of Educational Leadership at California State University, Fresno and is a leading expert in effective practice in teaching English Language Learners (ELs). Dr. Akhavan will provide professional development focused on teaching language for English Learners during the Summer Institute and will provide follow-up coaching

as needed to ensure theory translates into improved practice.

Technology & Innovation in Education (TIE), a long-time LUSD partner, is a source for professional learning that incorporates current technologies and research based approaches to assist educators in growing their instructional practice and leadership capacities. TIE offers the project a professional learning component of online self-paced, customized learning courses. Some of these classes will form the basis for coursework in the University of Sioux Falls M.Ed in Technology and Customized Learning.

LUSD has leveraged partnerships to enable a more differentiated approach to teacher professional development, including a partnership with BetterLesson, Inc., to provide a bank of online, personalized professional development courses aligned with the LUSD PBS and Adult Learning Continuum. Each participating teacher will receive a personal instructional coach to develop a deeper understanding of personalized learning and strategies to meet the diverse needs of all learners. Digital Promise and TCOE have partnered to provide a catalogue of professional development micro-credentials for educators. *Code to the Future* will provide training and follow-up coaching for teachers and leaders to implement Computer Science Immersion to prepare learners for high-growth/high-demand jobs of the future.

Empower Learning LLC has been a partner for nearly a decade, bringing to fruition a state of the art digital learning platform – a comprehensive data system that links educators with student learning outcomes and gives students access to meaningful data to help them track their progress and establish personalized mastery learning plans. Empower Learning will work with the proposed project to further develop the digital learning platform to link professional development and monitoring systems for leaders, teachers, and staff with the goal of building systemic accountability aligned to personalized professional goals and student learning outcomes.

The project will allow LUSD's teachers and school leaders to engage in the study of Mass Customized Learning and achieve a Master of Education (M.Ed) degree through the University of Sioux Falls (South Dakota) or at Wilson College in Pennsylvania, in partnership with the Pennsylvania Leadership Development Center. To build a pipeline of highly qualified educators for Lindsay learners, California State University Fresno (Fresno State), Kremen School of Education, will partner with LUSD to provide a career pathway for a cohort of Lindsay education pathway graduates and selected classified staff through a four year Integrated Teacher Education Program. The program will provide extensive advisement including support in application and admission, financial aid, community college transfer, and fieldwork liaison.

(3) integrate with or build on similar or related efforts to improve relevant outcomes

Shifting from a time-based to a performance-based system in LUSD has been a complex, multi-year journey that necessitated a full-scale dismantling of the traditional system, requiring the transformation of all systems, structures and roles. As a result of this systemic change, all programs and policies are fully integrated and aligned with LUSD's future-focused strategic design and supported through strategic allocation of resources.

Empower Lindsay will increase the capacity of the district's \$10 million investment in creating 21st century competency based professional learning communities and its \$5 million investment in professional development training for teachers and principals. The project will provide personalized training and support for teachers and principals in our high need schools, including having the opportunity to earn a master's degree and specialized teaching certifications (i.e., micro-credentials) at no cost to them.

To ensure compliance with the California State Plan to Ensure Equitable Access to Excellent Educators in high-need schools, LUSD is leveraging funding from the Bill and Melinda Gates

Foundation (\$600,000) awarded to create a quantitative tool to assess competency, readiness and advancement in a performance based system which will contribute to refining the evaluation and support system to provide comprehensive feedback and support to improve learner achievement. The project will build on the district's \$1 million investment in the development of the digital learning platform linking educators to student learning outcomes by further developing the data system for professional development and monitoring for leaders, teachers, and district staff as part of the updated HCMS.

Building on evidence of promise and the district's investment in leadership development, LUSD will leverage resources from the Chan-Zuckerberg Initiative (\$125,000-150,000 annually), which supports the program "Lindsay Leads", designed to prepare the people, system and structures internally to support other educational entities as they transform their systems to personalized models. This program will provide a model for the proposed project for leadership and career advancement.

Empower Lindsay will establish an incentivized placement system for high-quality teachers who are hired to serve in our high need schools. This builds on evidence of promise from the district's investment in performance-based incentives for excellent educators who expand their leadership roles and improve results for learners.

(b) Need for Project

(1) services or otherwise address the needs of students at risk of educational failure.

LUSD provides educational services in the small rural community of Lindsay. Home to a large population of immigrant families, the community is characterized by a high percentage of families living below the federal poverty level, low levels of literacy in English, and low levels of parental education. Due to Lindsay's geographic, economic, linguistic and cultural isolation,

children face multiple barriers, including the lack of basic needs and limited English language

Lindsay Unified High Need Schools 2016-17			
School Name	Total	% FRPM	English
<i>Jefferson Elementary</i>	470	87.02%	68.09%
<i>John J. Cairns Continuation</i>	103	91.26%	52.43%
<i>Kennedy Elementary</i>	481	88.57%	57.38%
<i>Lincoln Elementary</i>	447	88.59%	53.02%
<i>Lindsay Community Day</i>	10	80.00%	50.00%
<i>Lindsay Senior High</i>	1,044	87.45%	36.02%
<i>Reagan Elementary</i>	403	95.04%	52.11%
<i>Roosevelt Elementary</i>	495	86.06%	46.67%
<i>Washington Elementary</i>	707	88.68%	63.51%
<i>Loma Vista Charter</i>	30	86.67%	43.33%
Total – Selected Schools	4,190	8.5%	51.90%

skills. All schools in LUSD serve significant percentages of socioeconomically disadvantaged (SED) students from a low of 80% (Lindsay Community Day) to a high of 95% at Reagan Elementary; all schools are considerably higher than the state SED

average of 59.4%. The majority of our learners are Hispanic/Latino (89%), over half of our students are classified as EL, and 30% qualify for the Migrant Program. The chart at left illustrates the demographics of the high need schools that will be served by the project.

The district has demonstrated improvement in multiple measures of learner progress

School	SBAC ELA		SBAC Math	
	2014-15	2015-16	2014-15	2015-16
<i>Washington Elementary</i>	28%	39%	23%	30%
<i>Jefferson Elementary</i>	33%	35%	22%	22%
<i>Roosevelt Elementary</i>	23%	31%	13%	15%
<i>Reagan Elementary</i>	10%	12%	4%	6%
<i>Lincoln Elementary</i>	20%	33%	10%	16%
<i>Kennedy Elementary</i>	19%	23%	10%	16%
<i>Lindsay High School</i>	45%	57%	3%	13%
<i>LUSD Overall</i>	25%	32%	13%	18%

(increase in literacy skills, school climate, graduation rates and college enrollment); however, the majority of our learners continue to

be at risk for educational failure. Since 2015, all learners in grades 3-11 in the State are assessed annually on the California Assessment of Student Progress (CAASP). In English Language Arts (ELA), 25% of Lindsay learners met or exceeded grade level standards in 2015 and 32% met or exceeded standards in 2016. In Mathematics, 13% of 3rd-11th graders in 2015 and 18% met or exceeded standards in 2016. While performance is increasing in both ELA and math, nearly two-

thirds of the learners assessed in ELA and more than 80% of learners in math are performing below grade level.

The foundation of Lindsay's strategic design is that effective teachers are the most important factor contributing to student achievement (Carey, 2004). In support of this correlation, a wide body of research identifies teacher quality as the single most important school-related factor affecting learning outcomes. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school (Leithwood, et.al, 2004). The role of the teacher dramatically changes in a student-centered, personalized mastery learning system from that of a single teacher delivering knowledge to a classroom of learners, to teachers as learning facilitators and coaches, part of a team of teachers with differentiated roles to orchestrate what is best needed for *each* learner. School leaders play a critical role in the Lindsay PBS to directly support the instructional model, provide feedback and professional development to teachers and other staff, and cultivate a learning culture that enables teachers to be successful, and engage parents and the community in student learning.

The key challenge for LUSD (and the objective for this project) is successfully supporting its educators to become more effective and choose to remain in LUSD. Given the varying levels of experience and skills, there are 40+ educators entering the Lindsay system annually (growth and attrition). The challenge is compounded given LUSD's performance based learning environment, a model that is grounded in personalized learning structures, differentiated teaching skills, and 21st century accountability systems that require support and training for even experienced teachers and school leaders. New paradigms require different teaching methodologies and skills. For example, key concepts in Lindsay's learner centered system - interdisciplinary, project-based learning that ties learners' work across subjects, flexible scheduling that groups learners based on

their mastery of content, and a digital learning platform to deliver personalized content to support any blended learning – goes beyond the traditional classroom management and data-driven instruction. To enable a group of teachers to effectively deliver 21st century instruction to learners and develop school leaders that support and grow effective teachers, they need to experience 21st century learning. *The project's adult learning platforms and strategies aspire to be just as personalized, flexible, and learner-centered as those for learners with training and coaching provided on both foundational and advanced skills.*

In order to transform the traditional time-based system to a PBS, the district developed the Adult Learning Curriculum (ALC), which identifies the skills and knowledge needed to implement and support a performance-based learning community. The ALC currently addresses learning facilitators and principals and consists of required competencies specific to that role. The district continues to develop the ALC for district administrators, the superintendent, and the board of trustees.

LUSD acknowledges the great needs of our high poverty schools. Our learning vision – *Empowering and Motivating for Today and Tomorrow* – rests on the belief that educators have an innate desire to be competent individuals and the development process should take a supportive, positive approach. The project's design for educator development is based on the principle that the performance of our teachers and leaders can improve to higher levels of competency over time, with appropriate assistance, personalized professional development, and opportunity. Higher standards for teachers and school leaders accompany the push for higher standards for students and greater accountability for student learning, and professional development is a critical link among new policies, school reform, and improved educational practice (Knapp, 2003). Lindsay's expanded HCMS is designed to equitably support, grow and

reward educators across the system as a critical component of excellent teaching to prepare all learners to graduate and be successful in college, career, and life.

(2) specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

This response addresses Competitive Preference Priority 1. Low income schools with high minority populations such as LUSD are three to ten times more likely to have novice teachers in the classroom than school districts in more affluent predominantly white schools (Long, 2011). With little experience or preparation for working in a performance-based learning environment coupled with the immense challenge of educating learners with low achievement and/or limited English proficiency, many new LUSD teachers struggle and leave the profession. Typically, LUSD has to recruit, vet, hire, and train approximately 40 new educators each year, which is 18% of its entire teaching staff. More than one quarter (27.2%) of the current teachers are within their first two years of teaching in 2016-17 compared to 9.6% statewide. Of those teachers not returning this year, 75% have less than 3 years teaching. Efforts to recruit and retain high-quality, experienced teachers are exacerbated by the significant shortage of educators in the region and the state. While LUSD offers an attractive compensation structure associated with the HCMS (one of the top 3 salary schedules in the county), the current performance based compensation is limited in scope and application. It is not designed to allow high-quality teachers and principals to earn higher pay or increased compensation to incentivize working in Lindsay's low-income, high-need schools. Lindsay's rural location and non-traditional learning environment often thwarts efforts to recruit and retain the experienced, high quality teachers needed to see gains in learner achievement. Additionally, there have been few significant efforts to encourage Lindsay learners to enter the teaching field and return to the community to teach.

LUSD's teacher and principal evaluation system does include data collected on learner

achievement; however, the tool and process is not a significant force behind feedback for improving educator effectiveness and outcomes for learners. The process for conducting and scoring the teacher evaluation, including observations, is inconsistent from principal to principal; there is inadequate training for principals on the administration of the evaluation and calibration for scoring for more consistent results.

Using the current evaluation, teachers and principals are rated on the standards (CSTP/CPSEL) using a 5-point scale - Unsatisfactory, Needs to Improve, Progressing, Proficient, and Distinguished – but there is no rubric to use for each of the proficiency descriptors. Standards are not used strategically and intentionally to drive principal development. A mechanism to connect teachers and school leaders to relevant professional learning opportunities based on evaluation results has not been created.

The chart below identifies the gaps and weaknesses in the current system, how they will be addressed through the project and alignment with the strategies in the CA State Plan to Ensure Equitable Access to Excellent Educators in Attachments.

Gap/Weakness	Solutions	Alignment to State Plan
Teacher recruitment, placement, and retention		
Inexperienced teacher workforce	<ul style="list-style-type: none"> • Refine evaluation and support system to include differentiated training based on needs • Expanded learning opportunities • Specialized PD for new teachers including Institutes and lab school experience • Coaching/mentoring 	<ul style="list-style-type: none"> • 1A, 1C, 1D, 3B
High teacher turnover	<ul style="list-style-type: none"> • Signing bonus • Performance based compensation • More robust HCMS that includes opportunities support and advancement • Coaching • Personalized pathways for professional growth 	<ul style="list-style-type: none"> • 1C, 1D, 3B
Performance based compensation is limited in scope and application	<ul style="list-style-type: none"> • Restructure HCMS to include bonus • Personalized professional development • Opportunities for advanced learning at no cost • Incentive plan for competencies mastered • Incentive plan for meeting learning goals 	<ul style="list-style-type: none"> • 1A, 3B, 4A

2017 Teacher & School Leader Incentive
Lindsay Unified School District
Project Narrative

Gap/Weakness	Solutions	Alignment to State Plan
Teachers and principals often unprepared to work in high need schools	<ul style="list-style-type: none"> • Summer Institutes • Lab School • Training and professional development • Coaching and mentoring 	<ul style="list-style-type: none"> • 1A, 1D, 2B, 3B, 4A
Few homegrown teachers - Lack of system to encourage Lindsay graduates and classified staff to enter teaching field	<ul style="list-style-type: none"> • Recruit and select learners from education pathway to pursue credential and teach in Lindsay • Recruit classified staff to pursue credential • Fresno State BA/Credential Cohort • Loan for cost; commit to teach in Lindsay for five years to forgive loan 	<ul style="list-style-type: none"> • 1C, 1D, 3B
Evaluation and Support System		
Evaluation tool and process provides limited feedback for effectiveness and learner achievement	<ul style="list-style-type: none"> • Refine evaluation and management system to include clearly defined rubrics to calibrate strengths and needs • Align to district Strategic Design • Specific criteria for mastery on the ALC • Evaluation results used to improve instruction 	<ul style="list-style-type: none"> • 1A, 1D
Inadequate training to conduct evaluation across all schools	<ul style="list-style-type: none"> • Clearly defined processes and procedures for conducting fair and accurate evaluation • All leaders formally trained to conduct evaluation • Results inform feedback and supports • HCMS 	<ul style="list-style-type: none"> • 1A, 2C, 3B, 4A
Lack of mechanism and training to connect teachers to differentiated professional learning based on evaluation	<ul style="list-style-type: none"> • Digital learning platform linking educators to online catalog of PD based on need • Data system to manage evidence of completion of courses 	<ul style="list-style-type: none"> • 1A, 2C, 3B, 4A
Limited personalized professional development opportunities to increase teacher and principal effectiveness	<ul style="list-style-type: none"> • Summer Institutes • Lab school • MCL Virtual Institute • MCL National Alliance • BetterLesson • Technology in Education • M.Ed in Mass Customized Learning • Coaching 	<ul style="list-style-type: none"> • 1A, 1C, 2C, 3B, 4A
Lack of systematic approach to PD opportunities that build leadership capacity at all levels	<ul style="list-style-type: none"> • Evaluation and Support System • Welty Center Building Coherence Training • Master's Degree programs 	<ul style="list-style-type: none"> • 3B, 4A
Career Advancement Pathways		
Limited career ladder opportunities	<ul style="list-style-type: none"> • Fresno State Kremen School of Education • TCOE Project IMPACT credentialing program for teachers/principals • Master's Degree programs 	<ul style="list-style-type: none"> • 1B, 1C, 3B, 4A
Lack of personalized PD that builds leadership capacity	<ul style="list-style-type: none"> • Summer Institutes • Welty Center Coherence Training • Master's Degree programs 	<ul style="list-style-type: none"> • 3B, 4A

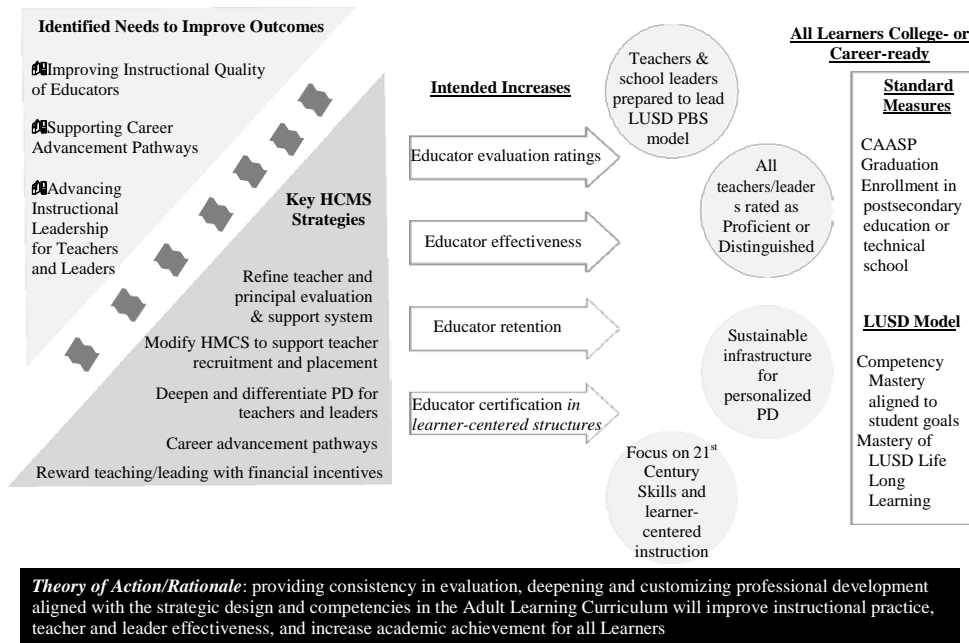
(c) Quality of the Project Design

(1) The extent to which the proposed project demonstrates a rationale.

Rationale/Theory of Action: Providing consistency in evaluation, deepening and customizing professional development aligned with the Strategic Design and competencies in LUSD's Adult Learning Curriculum will improve instructional practice, teacher and school leader effectiveness, and increase academic achievement for all learners.

This section (c) addresses Competitive Preference Priority 2. LUSD believes, and research supports, that educator effectiveness is the most important school-related factor affecting learner achievement. The district has identified three evidenced-based foundational human capital needs to improving outcomes across the system: **1) Improving instructional quality of both new and veteran educators; 2) advancing instructional leadership for teachers and leaders; and 3) supporting career advancement pathways of our effective educators.** The district has identified 5 key HCMS strategies to meet identified needs: *1) Refine the teacher and principal evaluation and support system; 2) Make modifications to the HMCS to support teacher recruitment and placement; 3) Deepen and differentiating professional development for teachers and school leaders; 4) Support career advancement pathways; and 5) Reward teaching and leading with financial incentives.* Through the implementation of the key strategies, LUSD expects to increase educator evaluation ratings, effectiveness, retention, and certification in learner-centered structures. Preparing teachers and school leaders to be more effective in the LUSD PBS will ensure that all Lindsay learners are prepared for success in college and careers. See Logic Model Graphic below. The Logic Model is also included in the Attachments.

Goal: Improve learner achievement by improving instructional practice and the effectiveness of teachers and principals



Key HCMS Strategies

Key Strategy 1: Refine the teacher and principal evaluation and support system

The current teacher and principal evaluation system is not a significant driving force behind feedback for improved learner achievement and lacks quantitative criteria to provide objective measurement of each of the teacher and principal standards. LUSD is currently working to develop a tool to provide descriptors that identify the criteria for instructional effectiveness in a personalized learning system. Key competencies in adult learning have been identified that delineate the range of expertise that is needed for teachers and leaders. Building on this work, the district will 1) develop clearly defined processes and procedures for conducting fair and accurate evaluations; 2) develop a set of rubrics that indicate the level of performance of each teacher and leader aligned with the LUSD instructional vision; and 3) build out the *Empower* digital platform to link teachers and leaders to evaluation and support system including professional development. The LUSD teacher evaluation and support system will focus on providing continuous timely and formative feedback to educators so they can improve their practice

(Darling-Hammond & Wei, 2009). The principal evaluation system will support principals in their professional development and help them improve as instructional leaders.

To develop clearly defined processes and procedures, a systems evaluator (funded through the project) will assess our current system for teacher and principal evaluation to generate a well-defined protocol to conduct evaluations across the system. To provide consistency in rating the evaluations across all schools, administrators must be able to calibrate scores accurately and utilize the results to provide meaningful feedback and support. The evaluator will develop a course for all leaders involved in the district evaluation process. District evaluators will be required to complete and pass the course to ensure accuracy in calibration of scores.

Rubrics will be developed for each standard (CSTP and CPSEL) in the current evaluation tools to objectively measure achievement of professional standards. The evaluation tool will incorporate the criteria and rubrics for instructional effectiveness in a personalized learning system currently being developed as well as the value-added model for learner achievement. The evaluation tool will be refined in Year 1 and piloted in Year 2 of the project. Teachers and school leaders will learn about the tool, the established criteria to determine effectiveness, and the process for conducting the evaluations at an annual orientation. The district will solicit feedback at the end of the pilot period from all stakeholders regarding the evaluation protocols and the quality of feedback and support provided through the process. The tool will be refined based on input from educators and will be implemented districtwide in Year 3 of the project.

The *Empower* platform is a dynamic interface for leaders, teachers, and learners in the district that connects educators to learners and learners to teachers, content standards, learning resources, and digital assessments. *Empower* also provides learners with a learning community that shares what each learner is working on to create better peer-to-peer connections. As part of

the proposed project, *Empower* will be built out to provide an interactive interface for teachers and leaders that will link to evaluation, feedback, support, resources, and personalized professional development; the platform will have a similar dashboard as learners have been using districtwide since 2014. The district is working on developing rubrics for the Measurement Topics included in the Adult Learning Curriculum (ALC). In *Empower*, teachers and leaders will connect personalized professional development with the Life Long Learning Standards (LLLS), integrated in all learning in Lindsay. The LLLS are a part of the Strategic Design and incorporate the competencies required for success in the 7 spheres of living - personal, learning, relationship, civic, global, economic, and cultural – for all stakeholders in the system.

The project will fund an internal LUSD developer for *Empower* who will develop the database of professional learning resources, called playlists, curated by the Director of 21st Century Learning. The playlists will include platforms such as BetterLesson’s personalized PD and virtual coaching, MCL Institute, and TIE personalized professional courses. Teachers and leaders will be able to link evaluation, support, evidence from classes chosen from the playlist or progress toward earning a micro-credential or Master’s degree, create portfolios or lessons to be shared in his/her learning community, and link to progress on the Adult Learning Curriculum, *all managed as part of the LUSD HCMS and always connected to learners and learning*. The platform will be developed in partnership with Empower Learning LLC (contract through the project) to integrate and automate the performance stipend process into *Empower*. Empower Learning will also provide training and support for the LUSD coding team.

Key Strategy 2: Modify the HMCS to support teacher recruitment and placement.

This strategy addresses Competitive Preference Priority 2. To be strategic, the district must find, develop, and keep people with the knowledge, skills and expertise – capacity – to deliver

LUSD's learner-centered instructional strategies. According to the CA State Plan for Equitable Access, one of the root causes related to teacher recruitment in SED schools is that there are fewer homegrown teachers in these schools. Addressing equity and access by creating opportunities for more people of color to enter the teaching profession is an important endeavor. Diversifying teacher education programs utilizing the home-growing approach also offers potential benefits for other teacher candidates and the schools in which these teachers of diverse backgrounds will work (Irizarry, 2007). Teachers enter SED schools ill-prepared to work with the learner populations and to connect with the parents, the number one cause leading new and inexperienced teachers to leave high need schools. This pattern has creating a churn of inexperienced teachers in LUSD.

To ameliorate this churn, LUSD will partner with College of the Sequoias (COS) and California State University, Fresno (Fresno State) to offer a pathway to complete the Fresno State Integrated Teacher Education Program for Lindsay High School graduates from the Education Career Pathway and selected classified staff. The program of study will be grounded in the local context of learner-centered instruction and delivered locally at the nearby COS (complete AA degree) and Fresno State Visalia campus.

Twenty candidates representing Lindsay graduates and classified paraprofessionals will be selected each year of the project based on criteria established through the project such as grades, attendance, responsibility, commitment, and need. The candidates will form cohort groups that remain together over the four years of study, taking the same classes and developing a community of practice. Each cohort will participate in Summer Institutes or Lab School opportunities offered throughout the year in Lindsay as well as mentoring and in-classroom experiences in LUSD beginning in their freshman year and continuing through graduation.

Candidates will receive support from Lindsay teachers and an Education Careers Advisor (funded through the project) who will be their guide throughout their four years. Through the project, each participant will receive a loan that will cover all his or her college expenses (\$15,000/year funded through the project); LUSD will also pay for bus passes to ensure that learners have access to the college campus and courses. Each participant will sign an agreement documenting a commitment to return to LUSD to teach for a minimum of 5 years in order for the loan to be forgiven. Candidates who complete this program will be ready to teach in the LUSD PBS system, as they will have acquired the skills, knowledge and relevant experience to deliver LUSD's learner-centered system. Beginning in the fall of 2022, LUSD expects to fill 13-30 teaching positions per year with graduates from the Lindsay Education Cohort Program, home-growing teachers of color has the potential to contribute to the diversification of the teaching force and improve the educational aspirations and outcomes for all learners (Irizarry, 2007).

To develop recruitment strategies beyond the traditional pipelines already utilized, LUSD will collaborate with the California Center for Teaching Careers (CCTC) at TCOE to determine innovative methods to recruit a sufficient number of talented teachers (and ultimately) principals as well as a higher levels of talent. Through the project, fully credentialed new hires will receive a signing bonus (\$10,000) after completing three consecutive years in LUSD.

Key Strategy 3: Deepen and differentiate professional development

LUSD embraces the belief that teachers and school leaders can lead and serve as agents for positive change within their schools by taking greater responsibility for developing themselves as professionals and for facilitating the development of their peers. By deepening and differentiating adult learning opportunities, providing relevant and consistent professional development that is aligned to adult needs, and achieving mastery learning on the competencies

for all adults, then academic achievement will grow exponentially.

Research finds that data-driven professional development activities correlate with an increase in teacher efficacy and expectations for at-risk learners (Armstrong & Anthes, 2001; Massell, 2001). The district is dedicated to providing a professional development system that is both guided by data and evaluation and gives educators direction, opportunity and resources for improvement. *Empower Lindsay* will provide all educators with opportunities to choose personalized professional development based on needs identified in the evaluation process, learning goals, and interests. All professional development offerings are aligned with the district's Mission and Vision and support increased effectiveness of educators in a performance-based system.

LUSD will offer Summer Institutes (SI) for teachers and leaders in the summer each year of the project in 3-5 day sessions facilitated by education partners. Teachers will have a choice to attend one of three SI. In year 1, the SI will include English Language Development (ELD), Project Based Learning (PBL), Blended Learning, and Using Technology in the Classroom. Each participant will have follow-up mentoring and virtual and face-to-face coaching provided by district and professional development partners (up to a total of 1000 hours). Leaders will attend two 3-5 day sessions that will include topics such as Total Leaders Framework, Servant Leadership, Mass Customized Learning in Leadership, Breakthrough Coach and Evaluation Procedures. Each participant will have follow-up mentoring and virtual and face-to-face coaching (up to a total of 400 hours). Annually, the Project Director and the District PBS Committee will determine the courses offered during the SI based on teacher/leader feedback, interest, and self-assessment. In addition to the follow-up coaching, online resources will be available on the *Empower* platform that will support and build on the topics from the SI.

Teachers will have the option of combining online and face-to-face learning experiences with a self-directed culminating project (uploaded on *Empower*) that brings together the best of the learning experience and allows them to produce a relevant product for classroom use.

The Personalized Learning Design Lab will provide new hires, candidates in the credential program, new principals, participants in the Lindsay Education Cohort Program, and other teams of educators an opportunity to practice their skills in collaboration with experts in teaching and leading in a performance-based system. Each year, the curriculum will be aligned with one or more of the courses offered through the SI to provide more hands-on practice of skills. The lab will be organized, planned, and implemented in partnership with the Tulare County Office of Education IMPACT Preparation and Induction Program, New Teacher & Leadership Development program. Planning for the lab school will take place in Year 1 to be implemented in Year 2. Learners will be selected and invited to participate based on the criteria determined in collaboration with TCOE.

Lindsay Unified and BetterLesson hold a shared belief that, in order to personalize student learning effectively and authentically, teachers require a personalized approach to their professional learning that creates an environment of risk-taking and ongoing reflection. Teachers and leaders will be able to choose courses from BetterLesson's PersonalizedPD teacher development platform. Each teacher will receive a personal instructional coach to develop a deeper understanding of PBS and strategies to meet the diverse needs of all learners.

Bea McGarvey, McGarvey Educational Associates, will develop the MCL Virtual Institute, an online class designed to teach the principles of customized learning. This 90-lesson course is directly aligned to Lindsay's model of the Ideal Learning Experience. Demonstrating mastery on the 90 lessons will provide significant evidence that a teacher or school leader has the knowledge

and skills needed to teach in a customized learning environment. Participants will upload evidence in *Empower* to demonstrate mastery of the content. The courses will be completed in the summer 2017 and available online through Eduplanet in the fall 2017 for up to 25 teachers and leaders annually.

A key next step in the development of LUSD's PBS is the removal and replacement of traditional time-based structures. Structures such as the traditional calendar school year, grade levels, A-F grading, and many others that do not advance efforts to truly personalize learning. Those traditional structures were designed in the industrial age for administrative convenience and have stuck with most schools for over 125 years, further supporting the failures of the current traditional model. To move into this next phase, the MCL Alliance will provide training, coaching and support for teachers and leaders in implementing learner-centered school structures that are supportive of the principle that all learners learn in different ways and different time frames. Their work will include: synthesizing, analyzing, and reporting on the data disaggregated for specific learner groups participating in learner-centered structures; highlighting the specific impact on the attitudes, habits of mind, and successful learning of these disaggregated groups; developing and sharing a database of these learner-centered school structures with the greater educational community. The TCOE IMPACT program will work with the district on a Micro-Credential Pilot in Personalized Learning. The Program will offer proficiency-based micro-credentials that will allow educators to earn badges for Personalized Learning Skill Sets for Educators. Research shows that while badges and micro-credentials are not a solution in and of themselves, they do offer a significant contribution to an evolving ecosystem around credentialing, learning, teaching, and assessment (Knight, 2012). Micro-credentials can convert to continuing professional development credits and will earn differential pay on the salary

schedule. Micro-credentials will be developed consistent with the eight structural areas identified in the LUSD Ideal Learning Experience Performance based model and include: Skilled Leadership, Quality Instruction, Customized Structures, Transformational Technology, Varied Evidence of Learning, Motivating Learning Opportunities, and Viable Learning Outcomes.

Designing a Performance Based Learning Community



The micro-credentials may be offered in a hybrid design using direct instruction and hosting on Empower, the districts’ online learning management system.

Key Strategy 4: Supporting Career Advancement Pathways

Empower Lindsay offers the opportunity for all teachers and site and district administrators with more than one year experience to pursue a M.Ed. in Customized Learning from Wilson College in Pennsylvania or a M.Ed. in Technology and Customized Learning from the University of Sioux Falls in South Dakota. See Attachments for descriptions of programs and courses. All courses are available online or in a blended-learning format. Adult learners in both Master’s programs are assigned a learning coach to guide the learner and serve as a liaison between learner and the college. Learning coaches will conduct regular virtual meetings with each adult learner and be available upon request. The advanced degree programs will be offered in the fall 2017, with a new cohort of people enrolling each year of the two-year program. The project will fund approximately 50 teachers and leaders per year.

In the first two years of the project, all principals and 3 teacher leaders/site (40 total) based on selection criteria and interest will participate in 10 Internal Coherence (IC) Seminars with the

Welty Center. Internal coherence is a school's capacity to engage in deliberate improvements in instructional practice and student learning across classrooms over time. Research has shown that schools with high internal coherence have the capacity to overcome the traditional negative impact of poverty on student achievement (Elmore, 2014). The purpose of the IC training program is to equip principals, teachers leaders and faculty with practices and protocols that breakdown the traditional isolation of teachers, sharpen the focus on teaching and learning, and build a collaborative culture across school campuses. Building internal coherence and collective teacher efficacy is a professional learning journey that reorients the culture of the school, allowing teachers to take the lead in instructional improvement and professional learning. In Year 3, collective efficacy will be strengthened through specific peer observation protocols and, in Year 4, the district will develop the capacity to sustain the coherence work so that it becomes an integral part of the district's professional culture of teaching and learning.

Key Strategy 5: Rewarding Teaching and Leading with Financial Incentives

While key strategies 1-4 enable educators to continually improve teaching and leading, key strategy 5 focuses on recognizing and rewarding efforts to engage in learning to improve instructional practice and leadership in a PBS. LUSD has a PBCS program already in place, along with a stipend fund reflecting the extra contributions and commitments that educators make. The proposed project aims to improve its approach in five ways, all strongly supported by LUSD teachers and site and district administrators: 1) provide opportunities for personalized professional growth and support at no cost to participants; 2) reward mastery learning in Measurement Topics on the ALC and achievement of badges/micro-credentials; 3) incentivize site goals for learner achievement; 4) offer pathways to earn a teaching credential for Lindsay graduates and classified staff through a loan forgiveness program; and 5) develop a long-term

funding strategy that provides for an expanded rewards system.

LUSD explicitly recognizes and rewards exceptional performance and contributions that

LUSD Performance Bonuses				
Employee	Signing Bonus	Measurement Topic (Level 3 or Higher)	Badge/ Micro-Credential	Distinguished Rating from Principal
1st Year LF	████████	████████	████████	████████
LF	████████	\$ ██████	\$ ██████	\$ ██████
Site Admin.	████████	\$ ██████	\$ ██████	████████
District Admin.	████████	\$ ██████	\$ ██████	████████
In order to receive schoolwide bonuses, school sites must meet established site goals in Lifelong Learning (<i>required</i>) and two, three, or four out of four subjects: Math, Science, ELA, or Social Studies 3 of 5: \$15,000 4 of 5: \$20,000 5 of 5: \$30,000				

will promote excellent learner outcomes through *Empower Lindsay* in which every district educator has access to a performance bonus, as part of a differentiated salary structure, between

\$500 and \$2,000 depending on achievement of specific learning goals. Schools meeting site goals and 5 out of 5 academic achievement goals can earn up to \$30,000 in discretionary funds for the school. By tying the bonus system to rigorous, objective, and state-aligned metrics, LUSD rewards its educators for working *together* to improve their instructional and professional practices and improve academic achievement for learners.

As evidenced in the project’s logic model, key strategies 1-4 strengthen and sustain LUSD’s approach to human capital development, resulting in a more effective educator base and higher educator engagement and retention levels across all LUSD schools - 100% high need and high poverty learners. More engaged teachers and leaders better equipped to teach in a performance-based, learner centered system, and to take responsibility for themselves and their peers in striving for instructional excellence, will lead to improved learner outcomes across the system. Career advancement pathways that provide increased flexibility to match educator development with system needs and reward systems that encourage and recognize effectiveness will lead to

narrowing the gap between high and low poverty schools (Goe, 2008).

(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

LUSD's reform efforts are built on the cornerstone that every learner can learn. Over the past decade district leaders, teachers, parents, community members and learners have worked together on a new vision for the delivery of student services district wide, a performance based system. It is now time to put that same energy into redesigning the delivery of professional development, creating relevant personalized opportunities for teachers and leaders to advance their knowledge, gain new skills, and deepen their ability to teach in a learner driven PBS. In partnership with our community stakeholders and educational partners, LUSD examined our teacher recruitment, development, evaluation and retention and identified comprehensive programs to address gaps and weaknesses. The project's focus is to construct a comprehensive support system for teacher preparation and professional learning, to develop a vision for a system of teacher training that prepares educators to thrive in our PBS learning environments.

LUSD is certain that our focus on increased teacher effectiveness, personalized professional development, opportunities for career advancement and creating a pipeline for a "home-grown" cohort of Lindsay learners to return as teachers and leaders, will strengthen our team of educators and increase the academic achievements of our all our learners.

(3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.

The project evaluation is based on a continuous improvement model. Data regarding project effectiveness is collected throughout the life of the project and analyzed to inform modifications leading to continuous improvement. Data collection activities will focus on data to measure both effectiveness of implementation of the strategies, activities described in the project design and formal outcomes, and will involve all persons served by the program.

Quantitative data collected for the evaluation will include data for the 8 Government Performance and Results Act (GPRA) Performance measures and project objectives. Data collection will include: educators earning performance-based compensation with TSL funds and non-TSL funds, teacher retention rate, data collected through the LUSD HCMS, teacher and principal evaluation ratings, number of graduates and classified staff enrolled in the Fresno State cohorts, number of teachers and school leaders completing micro-credentials, leaders completing courses, number of teachers and leaders completing PD courses, number of sites receiving PBC, and learner achievement. Data will be analyzed using appropriate statistical analysis techniques, including the use of descriptive statistics and more advanced statistical techniques, as appropriate. Qualitative data collected to document our effectiveness will include annual stakeholder focus groups, interviews, and observation.

Implementation progress will be monitored on an ongoing basis. The project Evaluation Team (ET), comprised of the Project Director (PD), Executive Director Human Resources, Director of 21st Century Learning, and the Deputy Superintendent of Curriculum and Instruction, will meet weekly during the first year of the project (biweekly in Years 2-5) to plan and develop the components of the program. The ET will provide quarterly reports to the LUSD Board of Trustees. Annually, the evaluation will provide a report on major outcomes, progress on goals, objectives, and performance measures as well as recommendations for modifications and improvement. The PD and the project Evaluator will use this data to provide evidence of progress or gaps related to the project goals and outcomes and to assess attainment of the performance measures and show progress towards the overarching goal of the project. Results will be shared with partner organizations for dissemination and publication on their websites and in LUSD publications, presentations, and on the district website.

Empower Lindsay will use the following goals and objectives to guide the project:

Goal 1: Increase teacher and principal effectiveness. *Objective 1.1:* By June 2022, 90% of teachers and principals will meet the criteria for Proficient or Distinguished on the LUSD evaluation tool. Year 1: 70%; Year 2: 75%; Year 3: 80%; Year 4: 85%; Year 5: 90% *Objective 1.2:* By June 2022, all learning communities will have qualified to earn performance-based compensation and rewards based on learner academic gains, professional development, and evaluation ratings. Year 1: 70%; Year 2: 75%; Year 3: 85%; Year 4: 95%; Year 5: 100%. **Goal 2: Increase teacher retention.** *Objective 2.1:* By 2022, there will be a 92% teacher retention rate as measured by HCMS records. Benchmark: Year 1: 84%; Year 2: 86%; Year 3: 88%; Year 4: 90%; Year 5: 92%. *Objective 2.2:* By June 2018 and annually, there will be a 10% increase in the number of teachers who are designated as effective as measured by criteria established in the revised (2017-18) Evaluation System. **Goal 3: Increase learner achievement.** *Objective 3.1:* By June 2108, and annually thereafter, Lindsay learners will exceed the value-added threshold for academic gains by 5% as measured by LUSD value-added multiple measures. Baseline 2017: ELA: 48%; Math: 35%. **Goal 4: Increase opportunities for career advancement pathways.** *Objective 4.1:* By June 2018 and annually, a cohort of 20 Lindsay graduates and classified staff meeting prerequisite criteria will participate in the Fresno State Integrated Education Program to become teachers in Lindsay. Benchmark: Year 2: 20; Year 3: 20; Year 4: 20; Year 5: 20 *Objective 4.2:* By June 2019 and annually, 45 learning facilitators will complete a specialized micro-credentialing program as measured by course completion and evidence contained in the Empower data system. *Objective 4.3:* By June 2020, all site and district leaders and 40 lead teachers will have completed a leadership course with the Welty Center and demonstrate increased efficacy and capacity as measured by evaluation results and certification obtained.

(d) Quality of the management plan

(1) In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

LUSD is certain that the qualifications and time commitments of key project staff are appropriate and adequate to achieve project objectives on time and within budget. The time and expertise contributed to the project through partner agencies, the community, and school and district staff will further support the implementation and achievement of project objectives. The following management chart illustrates activities, timelines, and person(s) responsible.

Management Plan: <i>Empower Lindsay</i>		
Activity	Timeline	Person(s) Responsible
Grant Management		
Post and hire Project Manager and key staff	Oct 2017	Human Resources (HR)
Finalize project budget with key stakeholders	Dec 2017	Project Director (PD) Budget Office (BO)
Schedule and convene project teams	Nov 2017; Annually	PD
Contract with key project partners	Jan 2018	PD
Develop detailed scope of work	Dec 2017	PD, Evaluator (E)
Refine the Teacher and Principal Evaluation and Support System		
Contract with System Evaluator to evaluate process and procedure & course development	Nov 2017	PD
Conduct evaluation of current process and procedures	Jan-Feb 2018	System Evaluator (SE)
Develop protocol for conducting evaluations	April 2018	PE, HR
Develop rubrics for each performance levels for teacher and school leader	May-Jun 2018	HR, Curriculum/Instruction (CI)
Train teachers and school leaders on the evaluation process and procedures	August 2018	HR
Communicate evaluation expectations to all staff	Aug 2018; Annually	HR
Design and provide course for district evaluators	August 2018	SE, HR
Pilot evaluation and support tool	Oct 2018-May 2019	HR, Principals, SE
Refine protocol based on evidence and feedback	Aug 2019	HR, Principals, District Admin,

2017 Teacher & School Leader Incentive
Lindsay Unified School District
Project Narrative

Management Plan: <i>Empower Lindsay</i>		
Activity	Timeline	Person(s) Responsible
		SE
Implement evaluation system	Sept 2019	HR, Principals, District Admin, SE
Build out Empower for teachers and administrators, including developing teacher/admin interface, internal playlist, curriculum dev., external playlists, HCMS integration	June 2018; Ongoing	Director, 21 st Century Learning (21L)
Modify the HCMS to Support Teacher Recruitment and Placement		
Develop selection criteria and application for Integrated Teacher Education Program at College of the Sequoias and Fresno State (Lindsay grads + classified)	December 2017	College/career counselors (CC) Ed Careers Advisor (ECA)
Recruit and select cohort for Integrated Teacher Education Program	Oct 2017- May 2018 Annually Years 2-5	CC ECA
Develop expanded partnerships with networks for hiring	Oct 2017; Ongoing	HR
Collaborate with CCTC to develop expanded strategies to attract high quality educators	Jan 2018; Ongoing	HR, CCTC staff
Innovative recruitment strategies integrated in the HCMS	August 2019	HR
Expand hiring networks and systems	Annually	HR
<i>Empower</i> platform for teachers and admin includes all components of HCMS	June 2021	Empower programmers, HR
Deepen and Differentiate Professional Development		
Plan and implement Summer Institutes for teachers and leaders	May-Aug 2017 Annually	21L, PD, ECA, Partners
Develop Personalized Learning Design Lab School	Jan-June 2018	PD, TCOE, ECA
Implement Learning Lab School	Aug 2018; Ongoing	PD, TCOE, ECA
Online personalized PD - BetterLesson, TIE, MCL Virtual Institute	Jan 2018	PD, 21L
Develop online playlists to support performance based PD	Jan 2018; Ongoing	PD, 21L, Teachers
Training and coaching on PBS structures for effectiveness	Feb 2018	PD, MCL Alliance
Develop and implement Micro-credential on personalized learning	Jun 2017; Ongoing	TCOE, PD
Career Advancement Pathways		
Market M.Ed. in Mass Customized Learning	Nov 2017; Ongoing	PD, Wilson College, USF
IC training of 40 principals and teacher leaders	Jan 2017; Ongoing	Welty Center
Reward Teaching and Leading with Financial Incentives		
Research and develop criteria for scaled signing bonus	Nov 2017-Feb 2018	PD, HR, BO
Determine the criteria for LLS and academic measures for performance bonus	Jan 2018	PD, HR
Discussion and agreements with the bargaining unit leadership	Dec 2017	PD, HR
Presentation to faculty	Jan 2018	PD, HR
Performance Bonus structure in <i>Empower</i>	Sept 2020	Empower Programmer

The LUSD Superintendent, Tom Rooney, will provide supervision and guidance (in kind contribution) for the Project Director. Mr. Rooney is one of the architects of Lindsay transformational school reform effort and spearheaded the district through the acceleration of the performance-based system through Race to the Top. Mr. Rooney in collaboration with the Coordinating Committee (see below) will support the Project Director to ensure alignment of all activities to the district Mission and Vision.

Jaime Robles, Executive Director of Human Resources, will collaborate (in kind contribution) directly with the Project Director to ensure the integration of enhanced recruitment and placement strategies, the refined evaluation and support system, professional development, and components of the expanded PBCS are fully integrated into the LUSD HCMS. Mr. Robles will participate as a member of the project Coordinating Committee.

A Coordinating Committee (CC) comprised of LUSD's Superintendent, Deputy Superintendent of Curriculum & Instruction, Director of 21st Century Learning, Executive Director of Human Resources, Chief Financial Officer, and the Director of Research and Evaluation, Project Director, and the Education Career Advisor will be established. The CC will meet monthly to provide feedback on the project and to make certain that any necessary policy changes are made to ensure successful implementation of project components and accomplishment of all grant objectives.

A Project Director (1.0 FTE) will be hired through the project to manage the day-to-day operation of the project. The Project Director (PD) will be responsible for supervision of all staff, coordination of all components of the program, organization of the work of outside consultants, management of the grant budget, and facilitation of the project implementation and evaluation teams. The PD will also be responsible for coordinating all components of the project in

partnership with the PBS Team, Curriculum & Instruction staff and the LUSD Cabinet in implementing all programs related to the grant, as well as collaborating with the Superintendent and Human Resources Department to ensure that project components are integrated into the LUSD HCMS. The successful candidate will hold a Master's Degree and possess a valid California Administrative Services credential, a valid California Teaching Credential, and have a minimum of 5 years of successful teaching experience. Knowledge of the performance based system and effective use of technology to enhance learning, the ability to analyze and interpret a variety of data, and maintain accurate records for reporting purposes, and effective oral and written communication skills are essential.

An *Empower* Developer (1.0 FTE) will be responsible for creating and modifying computer programs by converting project requirements into code as it relates to the development and expansion of our internal learner information system, *Empower*, to include the Adult Learning Curriculum. The *Empower* developer will encode, arrange, analyze and confirm project requirements, reviewing program objectives, input data and outputs with PM and CC. The successful candidate will hold a Bachelor's Degree and have extensive experience in current technology systems and applications. A preference will be given to applicants with coding experience in a variety of computer languages and a Master's degree. It is vital that the successful candidate have an ability to communicate effectively through written and oral communication and contributes to team effort by keeping team members aware of progress in accomplishing *Empower* modifications. Candidates need to be able to demonstrate the ability to facilitate and lead change, incorporate new technology into future plans, and develop sound strategies to accomplish objectives.

An Education Career Advisor (1.0 FTE) will be hired through the project to provide

education counseling and guidance in order to maximize educational progress, ensure parents/learners understand requirements for graduation from high school and entrance requirements for college and career. The Education Career Advisor (ECA) will collaborate with District leadership, school site leadership, counselors, and teachers to develop and implement a comprehensive college and career readiness curriculum. The ECA will report directly to the Project Director and serve as a mentor to the California State University Fresno learner cohorts in the Integrated Teacher Education Program. The ECA will provide individual and group counseling/guidance services to ensure every learner has an opportunity for personal development and success. Candidates must possess a valid California Pupil Personnel Services – School Counseling Credential, along with Bachelor’s degree in psychology, social work or relate field. Preference will be given to qualified candidates who are bilingual, Spanish/English, and able to demonstrate the ability to communicate in both written and oral communication.

The project will also hire an administrative assistant (1.0 FTE) to assist with a wide variety of clerical support work, maintain schedules, generate reports and coordinate meetings and events. The successful candidate will assist with facilitation of meetings and events by preparing agendas; taking minutes and communicating follow up actions. Preference will be given to applicants with an Associates of Arts degree that are knowledgeable about modern office methods and practices and are bilingual in Spanish/English. Candidates will need to type at a net speed of 60 words per minute and pass the District Proficiency Examination and have a basic understanding of computer systems. The administrative assistant will report directly to the PM and possess the ability to work effectively with community members, learners, parents and the larger education community. Job descriptions for all positions are in Attachments.

LUSD will contract with an external evaluator with experience conducting formal evaluation

research in the field of education. The external evaluator must hold at least a Master's Degree with advanced coursework in quantitative and qualitative data analysis and research design. The evaluator will be responsible for developing data collection protocols for both implementation data and outcome data, training project staff in data collection procedures, analyzing available data, and presenting a brief report to the CC quarterly, conducting all appropriate qualitative and quantitative data analyses, assessing fidelity of implementation to the program design and evidence-based programs within the design, and assisting the PD in the completion of all formal reporting requirements.

(e) Adequacy of resources

(1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

In Section (a)(3) of this proposal, we outline the many initiatives already underway in LUSD that align with *Empower Lindsay*. LUSD's transformative work has become a national model for advancing highly reliable education systems throughout the United States. LUSD's vision for learning and leading in a performance based learning environment is uniquely owned by the local community; the LUSD Strategic Design is a mandate from the community to its leadership which promises sustainability over time, leadership change and staff turnover. LUSD's recent publication, *Beyond Reform: Systemic Shifts toward Personalized Learning*, published in February 2017 by Marzano Research, has been widely received. It was created to unpack Lindsay's vision for learning, articulate the steps taken to achieve the vision, and share lessons learned along the way. The district's persistence in building and optimizing systems with learners always at the center will continue to generate innovations contributing to continuous improvement. There is widespread support among teachers and school leaders for the support, professional development, and career opportunities provided through TSL funding as evidenced

in surveys conducted in March 2017 and letters of support. (See Attachments)

The district has a fully staffed Research and Evaluation Department; Talent Acquisition & Human Resources Development; Technology & Data Systems; Curriculum & Instruction, 21st Century Learning, Blended Learning, Personalized Learning and the Culture Development Team; Office of the Director of Advancement; and the Department of the Chief Business Officer. District investment in these departments and the initiatives coordinated by them indicate dedication to establishing and refining a robust HCMS aligned with revitalized evaluation and support systems. The institutionalized funding for our performance based system structures, California's Local Control Accountability Plan funding, resources contributed through our partners, grant funding, and Title I and II, Part A, provide LUSD with the opportunity to use lessons learned to refine systems, introduce new incentives, personalize learning and career advancement roles, and modify the HCMS, PBCS, and evaluation that are already operating district-wide.

(2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.

In a systemic district-wide reform effort, all district resources are leveraged in support of the *Empower Lindsay* project. The components of the project, such as, a full build out of the *Empower* digital platform, Mass Customized Learning Virtual Institute, BetterLesson curated playlists, a redesigned Teacher/Principal evaluation tool all aligned and integrated into the everyday practices, can be sustained through district General Education Funds, California's Local Control Accountability Plan funding, Title I, Title II, and Part A. Beyond the redesigned evaluation tool, the technology build-out of *Empower* and the expanded training options of this project will leave a lasting legacy on the District for many years to come. There will be cohorts of current teachers getting in-depth certifications, Master's degrees and micro-credentials on

myriad curricula and learning methods giving them the tools to grow into resilient teachers supporting year after year of Lindsay learners to succeed in school, college, career and life. Further, through this grant, LUSD will have established a pre-service education program with a dynamic support system to send graduating Lindsay learners to college to study education and come back to LUSD as teachers. Creating a pipeline of dedicated, homegrown talent native to PBS with a deep understanding of the socioeconomic and cultural needs of Lindsay learners for decades into the future. Funding for specific program elements will be provided through collaborative partnerships such as Tulare County Office of Education, Code to the Future, and Mass Customized Learning Alliance. As part of our sustainability plan, we will continue to strengthen existing relationships and establish new partnerships during and beyond the project period. The district is proactive in pursuing a variety of additional funding through discretionary grants, resources available through local government, support through local and national non-profit organizations, and continued relationships with our partner foundations.