



**Solicitation Information**  
21 Dec 04

LOI # B04638

**TITLE: Support & Intervention Protocols - Education**

Submission Deadline: 18 January 05 @ 2:20 PM Eastern Standard Time

Questions concerning this solicitation may be e-mailed to the Division of Purchases at [questions@purchasing.state.ri.us](mailto:questions@purchasing.state.ri.us) no later than **5 January 04 at 12:00 Noon (EST)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP / LOI # on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

**SURETY REQUIRED: No**

**BOND REQUIRED: No**

**Jerome D. Moynihan, C.P.M., CPPO**  
**Administrator of Purchasing Systems**

**Vendors must register on-line at the State Purchasing Website at [www.purchasing.ri.gov](http://www.purchasing.ri.gov)**

Note to Vendors:

Offers received without the entire completed three-page RIVP Generated Bidder Certification Form attached may result in disqualification.

## **Request for Letters of Interest**

### **Corrective Action Intervention Team Component of the Progressive Support and Intervention System for Rhode Island Schools**

The Rhode Island Department of Administration, Office of Purchases, on behalf of the Rhode Island Department of Education (RIDE), is requesting Letters of Interest from qualified individuals and/or firms to develop and implement a protocol for teams of qualified professionals to determine the corrective action needed in schools identified as in need of support through the Progressive Support and Intervention (PSI) system. In addition, the Corrective Action Intervention Teams will work with and in those schools to implement, monitor, evaluate and institutionalize the appropriate short- and long-term corrective action. The final requirement is to assess and provide feedback concerning the PSI system as a whole. This solicitation, and subsequent award, is governed by the State's General Conditions of Purchase, available at [www.purchasing.ri.gov](http://www.purchasing.ri.gov). For computer technical assistance, call the Purchases Help Desk at 401 222-2142, ext 134

Corrective Action Intervention Teams are one component of PSI. While the system is still evolving in terms of a full range of staffing, resources and supports, there are schools that need attention now. RIDE is therefore seeking individuals who can focus on developing the protocols to work with schools in the next few months, and carryout that work in the next two to three years. RIDE will, in this same time period, hire staff to work in an Office of Progressive Support and Intervention, and continue to develop the information, resources and tools needed for PSI.

Section 1 of this document provides an overview of school accountability and PSI in Rhode Island to date. Section 2 provides an outline of the scope of work. A detailed listing of the required tasks is found in Appendix A. Section 3 provides general project requirements, a schedule of required work, and deliverables. The final sections and appendices contain the cost proposals; the qualifications for interested individuals; guidelines for preparing responses; response evaluation criteria; and other technical information. Appendix B contains a chart illustrating the RIDE organization in support of PSI.

#### **GENERAL INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS:**

- Potential applicants are advised to review all sections of this request carefully, and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in the rejection of the proposal.
- Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are permitted. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this request will be rejected as being non-responsive.

- All costs associated with developing or submitting a proposal in response to this request, or to provide oral or written clarification of its content, shall be borne by the applicant. The state assumes no responsibility for these costs.
- Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the state Purchasing Agent.
- Proposals misdirected to other state locations or which are otherwise not present in the Office of Purchases at the time of opening for any cause will be determined to be late and will not be considered.
- In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation without a Rhode Island business address shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). This is a requirement only of the selected vendor (s).
- Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP / LOI
- The Offeror should be aware of the State's MBE requirements, which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, contact the MBE Administrator, at (401) 222-6253 or visit the website <http://www.rimbe.org>

### **Section 1 – Overview of Progressive Support and Intervention: Background and Purpose of Contract**

The Rhode Island system of accountability for schools and districts is designed to implement the state's Comprehensive Education Strategy (CES). The Governor and the General Assembly endorsed this Comprehensive Education Strategy, which has since been implemented through the Rhode Island Student Investment Initiative (RIGL Chapter 16-7.1). The federal No Child Left Behind (NCLB) Act necessitated the expansion and refinement of Rhode Island's existing strategy of standards-based reform. Both the CES and NCLB require accountability for schools and districts based on results of statewide student assessments.

Rhode Island relies upon two complementary mechanisms for improving student performance: School Accountability for Learning and Teaching (SALT) and Progressive Support and Intervention (PSI). Both mechanisms rely on the use of assessment results and other evidence of student performance to inform systemic, continuing improvement efforts. The SALT process is an annual cycle of school-based improvement activities consisting of self-study, planning, implementing action plans, evaluating programs, and public reporting. PSI is a results-driven system of accountability in which the state works

with schools and districts to address the demands of schools identified as “in need of improvement.”

Progressive Support and Intervention incorporates the CES structure of:

1. Setting high standards and clear expectations;
2. Implementing proven, research-based strategies based upon accurate measurement of school and student performance; and,
3. Ensuring accountability for positive results.

In order to further these accountability strategies, RIDE has developed a process that builds upon supports already in place and is the logical next step for schools and districts where support alone has proved insufficient. (For additional information, see the following PSI guidance documents posted at [www.rido.net](http://www.rido.net). Progressive Support and Intervention: The Rhode Island System of Accountability for Schools and Districts (RIDE 2003); Progressive Support and Intervention: PSI Team Structure (RIDE 2004)).

In order to achieve results, PSI is driven by informed analysis about student learning, instructional practices, and school functioning. RIDE respects local conditions and capacity and will tailor interventions to the local context, rather than dictate a one-size-fits-all approach. Rhode Island's accountability structure is designed to engage local schools and districts in ongoing partnerships, but RIDE will act assertively on behalf of children where collaboration alone has not produced results. Schools that are most in need of improvement must focus on core academic skills, especially reading, as well as on increasing resources for those students who are not performing well in comparison with their peers.

The process of Progressive Support and Intervention includes the identification of schools with high proportions of students with learning needs, assignment of teams of educational specialists to districts for technical assistance purposes, and periodic “face-to-face” meetings between districts and RIDE to review progress and to decide priorities for improvement. PSI operates on the assumption that school districts have the primary responsibility for operating systems of continuous improvement that address ongoing student achievement gaps in schools in need of improvement. NCLB specifies the parameters for identifying schools and districts in need of improvement, and stipulates consequences for schools and districts that do not demonstrate real improvements.

These consequences become more intensive as the length of time without improvement increases. Schools that do not show improvement for three consecutive years after being identified as a school in need of improvement must implement district-approved corrective action, and the state must approve and oversee the corrective action. Should these corrective actions prove ineffective, the state is required to reconstitute affected schools after five years without sufficient improvement. (See NCLB 20 U.S.C. 6316(b)).

Rhode Island currently has nine schools that are identified as in need of corrective action. Before such action can be implemented, however, protocols and procedures must be developed and tested to ensure that the actions directly improve how students learn and achieve. In addition, corrective actions must complement current RIDE practices and further the goals of the existing PSI structure. Effective implementation of corrective

actions requires the ongoing presence of expert “turn-around specialists” (so named because the intent is to turn a school around from one needing improvement to one that succeeds) in each affected school. While these specialists are not envisioned as being in each school full time, it is anticipated that there be a sufficient number of specialists to be able to provide ongoing contact on a semi-weekly basis.

Corrective Action Intervention Teams are designed to consist of two members. Each team must possess: a) proven expertise in steering urban school administration; b) know-how in guiding and distributing instructional leadership; c) superior skills in changing faculty culture to support personalization of student and staff learning efforts; and d) proficiency in conducting program evaluation. Unlike face-to-face teams that meet periodically with districts, Corrective Action Intervention Teams are embedded in affected schools, providing mentoring and development support on a long-term basis.

RIDE has limited resources to devote to this labor-intensive exercise of sustained, ongoing support and is therefore requesting Letters of Interest to accomplish this work. The goal of this contract is to create effective processes that develop district capacity to support the improvement efforts of schools identified for corrective action, and to develop in those schools the capacity to improve learning and teaching on a continuous basis.

## **Section 2 – Scope of Work**

**The work of this contract falls into two major categories: state level work affecting the PSI system, and work with each school in need of corrective action. The latter is the primary focus and majority of the work. The work is summarized below and outlined in detail in Appendix A.**

1. Provide feedback and recommendations to RIDE regarding the design and implementation of the Progressive Support and Intervention system. This includes:
  - a. Conduct a meta-analysis (i.e., a comprehensive analysis which spans all appropriate content areas) of current federal and state policy documents, practices being implemented in other states, and any professional literature or research pertinent to developing and implementing a corrective action intervention team structure for the PSI.
  - b. Design and conduct, with the assistance of RIDE PSI staff, a critical review of the current PSI process and infrastructure as they relate to compliance with federal requirements, current state-of-the-art practices, and current research.
  - c. Provide technical assistance to RIDE as it implements corrective action protocols and procedures within PSI.
  - d. Conduct, with the assistance of RIDE PSI staff, an annual review of the entire PSI system and make recommendations that will result in improved efficiency and effectiveness of the Rhode Island PSI system.

2. Recruit, hire, train, and oversee a sufficient number of Corrective Action Intervention Teams to develop and implement corrective action plans in all schools identified as in need of improvement. The specific tasks of each team are as follows:
  - a. Partner with each school to complete a comprehensive self-study. This self-study will include an analysis of any and all variables that influence school culture and the achievement of the children who attend that school. Based on the self-study, the school and the contractor will jointly develop recommendations that will be presented both to RIDE and to the district. Based on these recommendations, RIDE, the district, the school and the contractor will jointly develop a set of school-focused action plans that will constitute a comprehensive corrective action plan for that school.
  - b. Provide technical assistance to each district and each school as it implements its corrective action plan that is in compliance with Title I, responsive to identified needs, and crafted in terms of measurable outcomes. The contractor will assist in the negotiation between RIDE and the district in regard to: (a) the support to be delivered, (b) the resources needed, and (c) the schedule for implementation.
  - c. Develop a system for monitoring the progress of each school in corrective action. This task includes (a) determining the indicators which will be used as measures of school progress; (b) developing data collection protocols; (c) coordinating the collection of data relevant to improving student performance; (d) delivering annual reports for each school; and (e) assisting each school to refine its Corrective Action Plan to reflect current data.
  - d. Establish in each school a self-sustaining system for continuous improvement consisting of: (a) self-studies based on data analysis, (b) data driven decision-making, (c) action planning, and (d) continuous self-monitoring.

### **Section 3 – General Project Requirements, Project Schedule and Deliverables**

1. The contractor is required to support **all** schools and school districts identified by the Rhode Island Department of Education as being in need of corrective action. Currently, there are nine schools with the classification of requiring corrective action.
2. The contractor will employ at least six full time equivalent (FTE) education professionals serving as turn-around specialists to complete the required project tasks and to provide technical assistance to the schools identified as in need of corrective action. Teams will be comprised of distinguished educators, with proven records of providing meaningful assistance and oversight to schools and districts identified for corrective action or restructuring. At least three of the six specialists will be teachers, preferably Nationally Board Certified, with extensive experience in related activities and professional development. RIDE has final approval of all team members. These educational professionals will be grouped into three teams of two. Each team will directly support two or three schools, and

must possess demonstrable expertise in urban school administration, student personalization, staff development, and instructional leadership.

- The contractor will provide all written documents listed in the schedule of deliverables.

**Terms of the Contract:**

This contract will begin in February, 2005 and end June 30, 2008 with the option to extend for another three years. The tentative schedule below assumes a start of Feb 1, 2005. The first is an approximate start date. The scope of work may be modified by RIDE prior to beginning work on a given task. RIDE retains the option of granting a time extension of up to three additional years with additional funding if available and if the level of work is expanded by mutual written consent.

**Project Schedule**

State Level Activities		
Activity	Dates	Outcome*
1. Conduct research review and analysis	2/1/2005 to 6/30/2008	Comprehensive review in accordance with task 1-a
2. Design and conduct review of state PSI system	2/1/2005 to 6/30/2008	Develop and implement design in accordance with task 1-b
3. Facilitate the use of review results with RIDE, including meeting with and providing technical assistance to RIDE staff	2/1/2005 to 6/30/2008	Meet with PSI staff; prepare reports and summaries in accordance with tasks 1-b and 1-c
District Level Activities		
Phase I: Preparation		
Activity	Dates	Outcome*
1. Conduct research review and analysis with focus on validated strategies that result in school improvement	2/1/2005 to 8/1/2005	Comprehensive review in accordance with task 1-a
2. Design protocol for Corrective Action Intervention Team interventions with district and school staff (including a design for school self-studies and monitoring progress)	2/1/2005 to 8/1/2005	Procedures and protocols developed for school self-studies including monitoring of progress
Phase II: Analysis and Planning		
Activity	Dates	Outcome*
3. Based on school protocol, conduct school self-studies	2/1/2005 to 8/30/2005	Self-studies completed in accordance with task 2-a
4. Develop monitoring process for each school	2/1/2005 to 8/30/2005	Develop monitoring process in accordance with task 2-c
5. Develop recommendations for corrective action for each school	2/1/2005 to 8/30/2005	Develop recommendations in accordance with task 2-a
Phase III: Implementation		
Activity	Dates	Outcome*
6. Provide technical assistance in implementing corrective action	7/1/2005 to 6/30/2008	Implement plans in accordance with task 2-b

	plans, including serving as liaison to RIDE		
7.	Monitor school progress and revise plans as necessary	7/1/2005 to 6/30/2008	Monitor progress in accordance with tasks 2-a, 2-b and 2-c
8.	Develop and implement protocols for ongoing school improvement activities	7/1/2007 to 6/30/2008	Develop and implement protocols in accordance with task 2-d
9.	Develop resource allocation plans to support school improvement	7/1/2005 to 6/30/2008	Develop plan in accordance with tasks 2-b and 2-c

Please note that these timelines are subject to change as the work proceeds.

\*Tasks referred to are found in Appendix A.

### Summary of Deliverables

Deliverables*	Quantity	Due Date(s)
1. Written summary of research	1	5/1/2005
2. Design protocol for review of state PSI system	1	5/1/2005
3. Written reports (including recommendations) to improve PSI system (including executive summaries)	4	6/30/2005 6/30/2006 6/30/2007 6/30/2008
4. Written summary of research focused on school improvement strategies	1	5/1/2005
5. Design protocol for work with schools	1	8/30/2005
6. Written report on completed school studies	9	8/30/2005
7. Develop school monitoring process	1	8/30/2005
8. Develop written recommendations for corrective action	9	8/30/2005
9. Develop protocols for ongoing school improvement activities	1	6/30/2007
10. Develop written action plan for sustaining school improvement	9	6/30/2008
11. Develop written resource allocation plans	9	6/30/2008

\*All deliverables will contain all the specific elements enumerated in tasks 1 and 2 found in Appendix A.

## Section 4 – Cost Proposal, Terms of Payment, and Proposal Submission

### Cost Proposal/Terms of Payment

The contractor must prepare a cost proposal reflecting the hourly rate or other fee structure proposed for this scope of services using the Cost Proposal Forms contained in Appendix C. Cost proposals must fall within the range below for each period as follows:

FY05	Up to		\$250,000
FY 06	\$500,000	to	\$750,000
FY07	\$500,000	to	\$750,000
FY08	\$500,000	to	\$750,000

The total cost of the contract is not to exceed \$2,500,000.

### **PROPOSAL QUESTIONS & SUBMISSION**

Questions concerning this solicitation may be e-mailed to the Division of Purchases at [questions@purchasing.state.ri.us](mailto:questions@purchasing.state.ri.us) no later than the date & time listed on the cover sheet of this solicitation. **Send your questions in Microsoft Word format.** Please reference the LOI # on all correspondence. Questions received, if any, will be posted and answered on the internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. For computer technical assistance, call the helpdesk at 401-222-2142, ext: 134.

Letters of Interest to provide the services covered by this request must be received by the Division of Purchases on or before the date and time listed on page one of this solicitation.

Proposals (an original plus 3 copies) should include the following:

1. A completed and signed three-page RIVIP Bidder Certification Cover Form, available at [www.purchasing..ri.gov](http://www.purchasing..ri.gov).
2. A Cost Proposal as described above.
3. A *separate* Technical Proposal (see below) describing the qualifications and background of the applicant and experience with similar programs, as well as the work plan or approach proposed for this requirement.
4. A completed and signed W-9 (taxpayer identification number and certification). Form is downloadable at [www.purchasing..ri.gov](http://www.purchasing..ri.gov).
5. One copy of the offeror's complete response to this solicitation is requested in an electronic format, CDROM or disk, in Microsoft Office or PDF file formats.

Responses (**an original plus 3) copies** ) should be mailed or hand-delivered in a sealed envelope marked “**LOI #B04638: Support & Intervention Protocols – Education**” to:

<b>By Courier:</b>	<b>By Mail:</b>
<b>RI Dept. of Administration Division of Purchases, 2<sup>nd</sup> floor One Capitol Hill Providence, RI 02908-5855</b>	<b>R.I. Department of Administration Division of Purchases P.O. Box 6528 Providence, RI 02940-6528</b>

NOTE: Proposals received after the above-referenced due date and time will not be considered. Proposals misdirected to other State locations or which are otherwise not presented in the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. Proposals faxed or emailed to the Division of Purchases will not be considered. The official time clock is located in the reception area of the Division of Purchases

### **Technical Proposal Required Elements**

#### **Section 1 – Contractor Understanding of the Issues (10 points)**

Applicant should:

- Summarize the national and Rhode Island context in which this project exists;
- Discuss the dimensions and variables pertinent to Progressive Support and Intervention that the applicant considers important;
- Discuss the strategies the applicant considers to be most effective in facilitating school improvement;
- Provide a research base for the strategies discussed; and
- Present an **Executive Summary** to highlight the contents of the Technical Proposal and to provide State evaluators with a broad understanding of the applicant's technical approach and ability.

#### **Section 2 – Work Plan (25 points)**

Applicant should:

- For each of the eight primary tasks, present a detailed work plan that includes:
  - (a) the approach and/or methodology that will be used to accomplish the specific actions and the deliverables described earlier in the **Scope of Work**;
  - (b) the rationale for the proposed methodology;
  - (c) the technical issues that the applicant anticipates and how they will be resolved;
  - (d) a list of tasks, activities and/or milestones that will be employed to administer the project;
  - (e) a detailed project schedule; and
  - (f) the task assignments of staff members and level of effort for each linked to the **Cost Proposal**.

### **Section 3 – Capacity of the Applicant to Effectively Administer the Project (15 points)**

Applicant should:

- Present a **Table of Organization** that depicts the organization's capacity and structure;
- Describe any previous experience with similar projects or activities;
- Provide a comprehensive listing of similar projects undertaken and/or similar clients served, including a brief description of the projects;
- Provide a description of the business background of the applicant (and all subcontractors proposed), including a description of their financial position;
- Discuss the applicant's status as a Minority Business Enterprise (MBE), certified by the Rhode Island Department of Economic Development, and/or a subcontracting plan which addresses the State's goal of ten percent (10%) participation by MBE's in all State procurements. For further information, call the MBE Officer at (401) 222-6670.

### **Section 4 – Quality of Key Personnel (15 points)**

Applicant should:

- Identify the Principal Turnaround Specialist who will direct the project;
- Identify existing staff who will have responsibility for project activities;
- Provide vitae for Principal Turnaround Specialist and for existing staff;
- Provide job descriptions for staff to be recruited and hired – descriptions should include (a) requirements for education and experience and (b) anticipated responsibilities.

### **Section 5 – Evaluation (15 points)**

Applicant should:

- Describe the methodology that will be used to accomplish the annual review of each school and of the PSI system;
- Provide a preliminary list of indicators and measurement strategies that could be used for measuring improvement in each school – provide a rationale for the proposed indicators and measurement strategies
- Provide a schedule for all evaluation and data collection activities.
- Describe staff responsibilities for all evaluation and data collection activities.

### **Section 6 – Cost Proposal (20 points)**

Applicant should:

- Provide a detailed budget for all project activities.
- Provide a budget for (a) the initial planning period and (b) each of the three project years.
- Provide a budget narrative justifying all expenditures.

## APPENDIX A

**Task 1. – Provide feedback and recommendations to RIDE regarding the design and implementation of the Progressive Support and Intervention system.**

**Sub-Task 1.a. – Conduct a meta-analysis of current federal and state policy documents, practices being implemented in other states, and any professional literature or research pertinent to developing, implementing and operationalizing corrective action protocols and procedures for the Rhode Island Progressive Support and Intervention System.**

### **Specific Actions:**

1. Comprehensive Review of pertinent federal requirements and policies
2. Comprehensive Review of pertinent Rhode Island policies and procedures
3. Comprehensive Review of pertinent policies and practices being implemented in other states
4. Comprehensive Review of pertinent literature and research concerning school improvement and corrective action. This review should include, but not be limited to:
  - reasons why schools perform poorly, including demographics, insufficient resources, ineffective school practices, and other reasons (ERIC Digest, 2003);
  - dimensions of school improvement, including vision and leadership, collective commitment, school culture, targeted professional development, organizational structures that support instruction, resources, and other dimensions (Center for Policy Research in Education, 1995);
  - research-validated strategies that result in school improvement, including leadership strategies, improvement planning strategies, technical assistance strategies, professional development strategies, strategies that affect daily teaching and learning, monitoring strategies, additional resources, and other strategies (Education Commission of the States, 2002 and other sources).

### **Deliverables:**

1. Comprehensive summary of pertinent federal requirements and policies
2. Comprehensive summary of pertinent Rhode Island policies and procedures
3. Comprehensive summary of pertinent policies and practices being implemented in other states
4. Comprehensive literature review and meta-analysis of current research
5. Executive summaries

**Sub-Task 1.b. – Design and conduct, with the assistance of RIDE PSI staff, a critical review of the current PSI structure and infrastructure as they relate to compliance with federal requirements, current state-of-the-art practice, and current research to make recommendations that will result in improved efficiency and effectiveness in the Rhode Island PSI system.**

**Specific Actions:**

1. Comprehensive review of the design of the statewide PSI system including:
  - Policies and procedures
  - PSI Advisory Committee
  - PSI Leadership Team
  - PSI Work Groups
  - PSI Face-to-Face Teams
  - PSI Corrective Action Intervention Teams
2. Analysis of the structure and function of each of the seven Action Teams;
  - Leading the Focus on Learning and Achievement
  - Ensuring the Equity and Adequacy of Fiscal and Human Resources
  - Guiding the Selection and Implementation of Curriculum, Instruction, and Assessment
  - Recruiting, Supporting and Retaining Highly Qualified Staff
  - Using Information for Planning and Accountability
  - Engaging Families and Community
  - Ensuring Safe and Supportive Environments for Students
3. Review of each of the seven Action Teams re:
  - Clarity of purpose and activity
  - Specific functions
  - Membership
  - Interconnections to other Action Teams
  - Connections to schools in need of corrective action
  - Resources that can be used to further PSI activities.

**Deliverables:**

1. Written recommendations to improve the effectiveness of the PSI system.
2. Analysis and recommendations to improve the functionality of each of the PSI Action Teams.
3. Executive Summaries

**Sub-Task 1.c. – Provide technical assistance to the Rhode Island Department of Education as it implements corrective action protocols and procedures that are the Rhode Island Progressive Support and Intervention system.**

**Specific Actions:**

1. Contractor Teams will schedule quarterly meetings with the PSI Leadership Team to review the progress of the action plans in each school.

**Deliverables:**

1. Minutes or other records of meetings with PSI Leadership Team.

**Task 1. – Provide feedback and recommendations to RIDE regarding the design and implementation of the Progressive Support and Intervention system.**

**Sub-Task 1.d. – Conduct, with the assistance of RIDE PSI staff, an annual review of the entire Rhode Island Progressive Support and Intervention system. To make recommendations that will result in improved efficiency and effectiveness of the Rhode Island PSI system. Contractor will submit both annual reports and a final report.**

**Specific Actions:**

1. At the end of each year, contractor teams will analyze how the PSI system is working in each school and each district.
2. Contractor will make recommendations to improve the efficiency and effectiveness of the PSI system.
3. Contractor will review recommendations for the PSI Advisory Committee, the PSI Leadership Team, PSI Work Groups, PSI Action Teams, PSI Face-to-Face Teams, and PSI Corrective Action Intervention Teams with the Leadership Team.
4. Contractor will develop an annual report and a final report at the end of the project.

**Deliverables:**

1. Written annual analysis and recommendations.
2. Annual report.
3. Final report at end of project.

**Task 2. – Recruit, hire, train, and oversee a number of Corrective Action Intervention Teams sufficient to address the needs of designing and implementing corrective action plans that effectively address existent student achievement gaps within schools identified as in need of corrective action. Team members consist of distinguished educators, agreeable to RIDE, with proven records of providing meaningful assistance and oversight to schools and districts identified for corrective action or restructuring.**

**Sub-Task 2.a. – Partner with each school in corrective action to complete a comprehensive self-study. This self-study will include analysis of any and all variables that influence school culture and the achievement of the children who attend that school. Based on the self-study, the school and the contractor will jointly develop recommendations that will be presented both to the Rhode Island Department of Education and to the district. Based on these recommendations; RIDE, the district, the school and the contractor will jointly develop a set of school focused action plans that will constitute a comprehensive Corrective Action Plan for that school.**

**Specific Actions:**

1. Assign a team of two project professional staff to each school identified for corrective action.
2. Develop a protocol for school self-study to include the following:
  - Capacity of school leadership to lead an improvement process focused on learning and teaching;
  - Availability of standards-based curriculum and the quality of that curriculum;
  - Capacity of the faculty to implement that curriculum;
  - Ability of the faculty to employ a variety of assessments of student learning and to use the results of those assessments to focus instruction on the particular needs, strengths, and interests of students;
  - The availability of regularly scheduled opportunities for the faculty to engage in improvement activities including discussing how well research based strategies are working to address the learning needs of students;
  - The adequacy of organizational systems that support instruction including teacher collaboration, class schedules, extended day/year programs, space, and others (Center for Policy Research in Education)
  - The adequacy of support systems for students, including systems that address both the learning needs and the emotional and physical needs of the students;
  - The adequacy of support systems for children with disabilities and other special populations to participate and perform in the core curriculum and in educational assessments;
  - The quality of communication with families and the inclusion of families in the educational process;
  - The quality of school culture, including the safety of the school;

- Whether established district or school policies or procedures hamper improvement efforts, and the barriers to removing or reshaping those procedures.
3. Partner with targeted schools in completing the self-study.
  4. Develop a summative report of the findings and the indicators for each school.
  5. Develop recommendations for actions to be implemented in that school.
  6. Facilitate the review of these recommended actions by (a) school faculty and families; (b) school district; and (c) PSI Action Teams.
  7. Finalize the set of action plans that will constitute the Corrective Action Plan for each targeted school.

**Deliverables:**

1. A summative report of the findings and indicators **for each school** as determined by the self-study.
2. A set of recommendations that are **specific to each school**. These recommendations should include:
  - Specific targets to improve learning and teaching;
  - Measurable indicators that will document progress towards these targets;
  - Specific strategies or actions to be taken that are related to each of these targets;
  - Specific accommodations that must be made to insure the participation and performance of students with disabilities and other special populations in these targeted areas;
  - Professional development that is related to these targets;
  - Organizational changes that will facilitate progress towards these targets;
  - Specific strategies that will involve families in these targeted activities;
  - Actions and resources the district will employ to support these action plans;
  - Actions and resources RIDE will employ to support these action plans;
  - Actions and resources the contractor will employ to support these action plans;
  - Actions and resources other organizations will employ to support these action plans.
3. Summary of the review and revisions suggested by (a) school faculty and families; (b) school district; and (c) PSI Action Teams.
4. Final draft of the Improvement Action Plan for **each school**.

**Sub-Task 2.b. – Provide technical assistance to each district and each school as it implements its Corrective Action Plan that is compliant with Title I, responsive to identified needs, and worded in terms of measurable outcomes. The contractor will assist in the negotiation between RIDE and the district in regard to: (a) the support to be delivered, (b) the resources needed, and (c) the schedule for implementation.**

**Specific Actions:**

1. Contractor will assign a team of two professional staff to each school. There will be at least one team member in each school four of every five school days.
2. Once the Corrective Action Plan (Sub-Task 2.a.) has been approved for each school, the team will meet with the school district to obtain commitments for specific supports and resources identified in the Plan.
3. Similar meetings will occur with RIDE to identify specific supports and resources RIDE will provide - Contractor teams will meet with each PSI Action Team to identify supports and resources.
4. Contractor teams will be expected to use project resources to support some of the activities identified in the Corrective Action Plan – e.g., professional development, coaching of school staff, etc.
5. Contractor Teams will develop a detailed implementation plan for each school. For each action specified in the Corrective Action Plan, the Contractor Team will specify (a) the specific supports to be delivered by the district, by RIDE, by other organizations, or by the contractor; (b) the source of any needed fiscal resources; and (c) a schedule for implementation.
6. Contractor teams will be the liaison between the PSI Action Teams and the school districts and schools.
7. Contractor teams will facilitate the implementation of all specified activities.

**Deliverables:**

1. An activity log documenting the days the Contractor Teams spend in each school.
2. A formative log of meetings, activities, etc. that occur pertinent to each school. Such log should annotate successes and obstacles.
3. An annual implementation plan for each school, including a detailed schedule and budget for major activities and initiatives.
4. Delivery and implementation of all actions specified in each school's Corrective Action Plan.

**Sub-Task 2.c. – Develop a system for monitoring the progress of each school. This task includes (a) determining the indicators which will be used as measures of school progress; (b) developing data collection protocols; (c) coordinating the collection of data relevant to improving student performance; (d) delivering annual reports for each school; and (e) assisting each school to refine its Corrective Action Plan to reflect current data.**

**Specific Actions:**

1. Develop a list of indicators to be used as measures of school progress. These indicators should be jointly developed with the school faculty and the PSI Action Teams. These indicators should be directly connected to the targets for improvement identified through the self-study. Indicators will include existing measures already required by RIDE (e.g., state assessment results, etc.) and newly developed measures.
2. Develop data collection protocols for each indicator. Pilot any new protocols to insure reliability.
3. Contractor Teams in each school will coordinate the collection of school improvement data. Contractor teams may choose to use external observers to collect data. Contractor Teams will be responsible for selecting and training any external observers.
4. Contractor Teams will develop an annual report for each school. This report will include: (a) improvement targets, (b) indicators, (c) measures, and (d) results.
5. Contractor Teams will meet with school faculty and families to refine its Corrective Action Plan based on collected data and to build shared commitment for successful implementation.
6. Contractor Teams will meet with school district personnel to review changes in the Corrective Action Plan for each school.
7. Contractor Teams will meet with PSI Action Teams to review changes in the Corrective Action Plan for each school.

**Deliverables:**

1. List of indicators and measurement strategies.
2. A measurement or data collection protocol for each indicator.
3. An annual report for each school.
4. Anecdotal records of meetings with school faculty and families. Revisions to Corrective Action Plan resulting from these meetings.
5. Anecdotal records of meetings with school district and PSI Action Teams.

**Sub-Task 2.d. – Leave each school with a self-sustaining system for continuous improvement consisting of: (a) self-study based on data analysis, (b) data driven decision making, (c) action planning, (d) continuous self monitoring, and (e) public reporting.**

**Specific Actions:**

1. Contractor Teams will partner with school faculty and families to embed permanent school improvement strategies into ongoing school practices.
2. During final year of the project, each school will formalize its plan for (a) ongoing self-study based on data collection and data analysis, (b) data driven decision making, (c) action planning, (d) continuous self monitoring, and (e) public reporting.

**Deliverables:**

1. Plan for an ongoing school improvement strategy for each school.
2. Anecdotal record of school faculty and family commitment to ongoing school improvement.

APPENDIX B

# Organizing RIDE to Support Systemic Reform

Placed on L Drive as “organizing RIDE to support systemic reform.”

## APPENDIX C

### COST PROPOSAL

The Contractor estimates that its costs for work to be performed under this Agreement is as follows:

Expense Category	Estimated Expenditures				TOTAL
	FY05	FY06	FY07	FY08	
1. Personnel	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00
3. Consultant	0.00	0.00	0.00	0.00	0.00
4. In-State Travel	0.00	0.00	0.00	0.00	0.00
5. Out-of-State Travel	0.00	0.00	0.00	0.00	0.00
6. Printing	0.00	0.00	0.00	0.00	0.00
7. Office Expense	0.00	0.00	0.00	0.00	0.00
8. Telephone	0.00	0.00	0.00	0.00	0.00
9. Educational Materials	0.00	0.00	0.00	0.00	0.00
10. Equipment	0.00	0.00	0.00	0.00	0.00
11. Data Processing	0.00	0.00	0.00	0.00	0.00
12. Rental	0.00	0.00	0.00	0.00	0.00
13. Other	0.00	0.00	0.00	0.00	0.00
14.	0.00	0.00	0.00	0.00	0.00
15.	0.00	0.00	0.00	0.00	0.00
16.	0.00	0.00	0.00	0.00	0.00
17.	0.00	0.00	0.00	0.00	0.00
Subtotal	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
Indirect Cost	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**COST PROPOSAL: PERSONNEL BREAKDOWN\***

**FISCAL YEAR:**

DETAIL OF PERSONNEL

NAME	POSITION TITLE	HOURLY RATE INCLUDING FRINGE \$	TOTAL ANNUAL SALARY & FRINGE \$	RIDE PERSONNEL COST \$
<b>TOTAL REQUEST</b>		\$	\$	\$

**DETAIL OF CONSULTANT**

NAME	POSITION TITLE	HOURLY RATE INCLUDING FRINGE \$	TOTAL ANNUAL SALARY & FRINGE \$	RIDE PERSONNEL COST \$
<b>TOTAL REQUEST</b>		\$	\$	\$

**EXPLANATION OF OTHER EXPENSES (i.e. travel, printing, office supplies, educational materials, and equipment)**

EXPENSE CATEGORY	<u>DESCRIPTION</u>	COST

\*Please prepare the Personnel Breakdown sheet for each fiscal year of the contract, i.e., FY05, FY06, FY07 and FY08.



# Organizing RIDE to Support Systemic Reform

