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ESSA State Plan: Recommendation Form

Development Cycle No: 6	Decision Point No(s): 36a	Author: Debi Price
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<p>Question(s) being considered: Is Vermont going to retain up to an additional 3% of Title IIA funds for additional state activities for principals and other school leaders; if so, what are the most effective uses of Title II set aside for training school leaders?</p>		
<p>What ESSA requirements need to be met?: An outline of how Vermont plans to use an additional 3% reservation of Title IIA funds for training school leaders.</p>		
<p>Solution being proposed: Vermont will reserve an additional 3% of Title IIA funds for training principals and other school leaders through the creation and implementation of a Vermont Principals' Professional Learning Academy/Institute.</p> <ul style="list-style-type: none"> The academy will be aimed at improving the capacity of school leaders, primarily in schools in comprehensive or targeted improvement. The academy will have a designated AOE employee to coordinate program. Final design and process for determining the make-up of the leadership academy is continuing. The AOE will submit an RFP in January 2017 for development of self-sustaining model. There are likely additional funding sources available to augment the 3% of Title IIA funds, but the potential of many of these sources are still being researched. 		
<p>Rationale: Explain why your proposal supports each decision logic element below:</p> <p><i>Equity:</i></p> <ul style="list-style-type: none"> The Principals' Academy cohort will be comprised primarily of school leaders from schools in Comprehensive improvement with the goal of improving the performance of students in the bottom 5% (ESSA) of Vermont identified Title I schools. <p><i>Alignment with current VT policy and practice:</i></p> <ul style="list-style-type: none"> The proposed Academy is in line with Education Quality Assurance expectations, School Effectiveness expectations for continuous school improvement, and grant expectations for supporting lowest performing schools. The Education Quality Assurance and Title IIA teams are coordinating the development and funding of the Academy to support improvement. <p><i>Efficiency (streamlining processes, eliminating duplicative systems or requirements):</i></p> <ul style="list-style-type: none"> The Education Quality Assurance Team and Title IIA currently jointly review continuous school improvement plans and Title IIA applications for alignment. <p><i>Possibility (implementation feasibility for the AOE and impacted stakeholders):</i></p> <ul style="list-style-type: none"> The AOE is coordinating the work of the Academy into the development of school improvement plans with the participating 5% lowest achieving schools in the state. The designated AOE employee will be coordinating the work with other AOE divisions related to school improvement efforts and implementation of Education Quality Standards. 		
<p>Identify any known or potential risks associated with your proposed solution:</p> <p>Known:</p> <p>Potential:</p> <ul style="list-style-type: none"> The Leadership Academy could be viewed as stepping on toes of other organizations providing leadership professional learning (VPA, Snelling, Center for Collaborative Learning). It will be important to include these organizations in conversations and not duplicate current existing programs. We will have to work hard to ensure that school leaders view the Principals' Academy as supporting 		



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their practice in improving school performance, and not punishment for past performance.		
What are the expected benefits associated with your proposed solution:		
<ul style="list-style-type: none">• Develop skills for principals in transforming currently low performing schools.• Develop skills in Superintendents for supporting and evaluating principals in low performing schools.• Sharing state best practices.		
Secretary's Decision	Date: 10/28/16	Initials: 
<input checked="" type="checkbox"/> Confirm recommendation of ESSA State Plan Management Team		
<input type="checkbox"/> Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:		