

Proposal for Four Domains School Improvement Services

East Aurora School District 131 - CSI 3

Prepared For

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About WestEd

WestEd partners with districts and schools across the country to provide customized, comprehensive research- and evidence-based solutions that meet the unique needs of districts and schools focused on continuous improvement. This scope of work presents services and support that WestEd is proposing for East Aurora School District 131 CSI 3 for a period from September 1, 2025(or contract start date) to June 30, 2026 (or contract end date).

PURPOSE AND OBJECTIVES

This proposal aims to clarify the ways in which WestEd will serve as a school improvement partner with district and school leaders serving the students within Edna Rollins Elementary, KD Waldo Middle School and Cowherd Middle School.

The comprehensive approach to school improvement will occur over a period spanning one year. Baseline data will be collected in the form of data from the Four Domains Comprehensive Assessment of Leadership for Learning Assessment (CALL) and Feedback System. Since changes in student achievement often follow shifts in practices, the data from Four Domains CALL will provide leading indicators for all stakeholders to progress monitor the plan and to assess if the desired shifts in tasks, habits and routines are becoming more common within participating schools.

By the end of the proposed period, school leaders will be able to:

1. Align school improvement efforts through the lens of the Four Domains for Rapid School Improvement,
2. Implement and monitor strategic actions in support of school improvement initiatives,
3. Identify strengths and gaps in leadership domains to build leadership capacities aligned to school improvement initiatives with a focus on instructional leadership to support instructional priorities in daily classroom teaching.
4. Use quantitative and qualitative measures to identify needed shifts to ensure progress towards school improvement goals, and
5. Build capacity for collaborative and distributive leadership to support sustainable school improvement efforts.

INTENDED OUTCOMES AND DESIRED IMPACT

The proposal is intended to provide quarterly professional learning and leadership coaching to support school turnaround efforts at three identified CSI schools. The following are intended outcomes of the professional learning, coaching and services in this proposal:

- Growth in the capacity of school leaders to design, implement, monitor and sustain school improvement initiatives and actions aligned to the East Aurora District 131 strategic priorities and the Four Domains for Rapid School Improvement.
- Growth in the capacity of teachers and staff members to contribute to the development and implementation of school improvement practices that research and practice suggest are powerful levers for improving schools.

Impact data from the school may be accessed by comparing pre- and post-assessment data from WestEd's Four Domains Comprehensive Assessment of Leadership for Learning (CALL) System. Ideally, these metrics will serve as leading indicators, while student achievement data, and other annual metrics in school plans, may be viewed as lagging indicators.

Four Domains for Rapid School Improvement Professional Learning

INTENDED AUDIENCE

The primary audience for the services is:

- Building Principals
- School Leadership Teams, assistant principals, and instructional leadership teams.
- Additional members of the school community with responsibility for school improvement planning and implementation

LIST OF SERVICES

The services are articulated for September 1, 2025, through June 30, 2026, and include a mix of needs sensing, professional learning, leadership coaching and instructional support. The specific nature of the instructional support is included here to provide a level of support, but the specific content will be informed by the needs sensing process as the unique context and priorities of the schools become more clear.

East Aurora School District 131 (Sept. 1, 2025 – June 30, 2026): School Improvement Implementation and Monitoring Coaching and Supports

1. *Four Domains Comprehensive Assessment of Leadership for Learning (CALL)* – In order to drive effective and rapid school improvement, it is important for school leaders to understand the essential drivers behind effective school improvement, particularly as they relate to high leverage practices supported by research. The Four Domains CALL survey is a valid and reliable survey and assessment system that provides insights and powerful reporting to identify strengths and needs in key areas of school turnaround and improvement, specifically within the

four domains of turnaround leadership, talent development, instructional transformation, and culture shift. Whereas most surveys are designed to focus on the perceptions of individuals, Four Domains CALL focuses on the experiences of individuals. This focus on what staff experience provides insight into current practices and identifies opportunities for effective systems change that influence shifts in practice and drive improvement. The Four Domains CALL system not only yields actionable data, but also provides a school with evidence-based strategies to consider for addressing identified areas for improvement, thereby feeding data directly into a school’s improvement planning process.

2. *Leadership Coaching, Capacity Building and School Improvement Support* – WestEd School Improvement Turnaround Specialist will provide quarterly 1:1 customized support to the building principal and (as requested by the principal) other school leaders with responsibility for key actions within the school improvement plan. Coaching and planning support can include, but need not be limited to, using Four Domains CALL data to refine and implement improvement efforts, helping leaders refine and or/design improvement plans and monitoring systems, developing professional learning plans, and supporting communications. Coaching and support services may be provided onsite or remotely, and may include one or more forms, including: training, modeling, co-planning, co-leading, observing with feedback, analyzing data, providing resources, and listening and providing feedback
3. *School Improvement Planning* – The school improvement plan typically represents the blueprint for the upcoming year. With school leadership, WestEd School Improvement Turnaround Specialist will collaboratively review school improvement plans, actions and strategies, and implementation timeline to ensure alignment with district strategic priorities and the Four Domains for Rapid School Improvement.

DELIVERABLES AND COMMITMENTS

The deliverables below will take place on-site at East Aurora School District 131 school sites unless pandemic-related or other circumstances warrant a virtual alternative or a change in venue.

All activities will be detailed in a project SmartSheet (or similar) to enable transparent tracking of deliverables by school and district staff members. Project-related training materials and relevant documents shared with the schools will be made available electronically for school leader and/or staff access.

In most cases, WestEd staff members will travel on Mondays and be available to support project activities on-site on Tuesdays, Wednesdays and/or Thursdays.

Month/ Year	
September 2025	1:1 on-site support and coaching for principals and school leadership teams to identify and trouble-shoot initial school improvement implementation barriers and ensure a robust Q1 implementation & monitoring plan for teacher outcome and student impact measures, as aligned to school improvement plan goals. This includes review and analysis of CALL Survey data.

Month/ Year	
October 2025	1:1 on-site support and coaching for principals and school leadership teams to analyze Q1 implementation efforts as well as teacher outcome and student impact data. Support principals and school leadership teams to use implementation data to articulate progress, celebrate successes and identify challenges. Coach principals and school leadership teams to use Q1 implementation data to adapt actions and milestones to keep the work on track as it progresses for Q2. Ensure principals and school leadership teams have systems to monitor Q2 adaptations carefully to determine if they are positively impacting progress.
January 2026	1:1 on-site support and coaching for principals and school leadership teams to analyze Q2 implementation efforts as well as teacher outcome and student impact data. Support principals and school leadership teams to use implementation data to articulate progress, celebrate successes and identify challenges. Coach principals and school leadership teams to use Q2 implementation data to adapt actions and milestones to keep the work on track as it progresses for Q3. Ensure principals and school leadership teams have systems to monitor Q3 adaptations carefully to determine if they are positively impacting progress.
March 2026	<p>1:1 on-site support and coaching for principals and school leadership teams to analyze Q3 implementation efforts as well as teacher outcome and student impact data. Support principals and school leadership teams to use implementation data to articulate progress, celebrate successes and identify challenges. Coach principals and school leadership teams to use Q3 implementation data to adapt actions and milestones to keep the work on track as it progresses for Q4. Ensure principals and school leadership teams have systems to monitor Q4 adaptations carefully to determine if they are positively impacting progress.</p> <p>Support principals and school leadership teams to determine 2026-27 School Improvement Planning timeline aligned to district priorities, including structures to solicit and respond to stakeholder input.</p>
May 2026	<p>1:1 on-site support and coaching for principals and school leadership teams to analyze Q4 implementation efforts as well as teacher outcome and student impact data. Support principals and school leadership teams to use implementation data to articulate progress, celebrate successes and identify challenges.</p> <p>Coach principals and school leadership teams to use school improvement implementation data to inform school improvement planning. Ensure principals and school leadership teams have an articulated School Improvement Plan aligned to district priorities, including responses to stakeholder input.</p>
June 2026	1:1 on-site support for principals and school leadership team to finetune School Improvement Plan aligned to district priorities. Ensuring that principals and school leadership teams have a timeline with action steps that support meaningful implementation of the School Improvement Plan for the 2026-27 school year.

TERM AND COST – \$66,000

This is a fixed price contract inclusive of all related expenses. Monthly invoices of equal amounts will be submitted for the duration of the contract. The total of all invoices for dates from September 1, 2025 (or the contract start date) to June 30, 2026 (or the contract end date) shall total \$66,000.

Costs are inclusive of on-site work, planning, virtual support, workshop materials, and all reasonable communications. Coaching and professional learning is designed to be on-site as indicated in the deliverables, unless pandemic or other unforeseen circumstances necessitate otherwise.

All dates will be mutually arranged and agreed upon between WestEd and the District. The “full-day” and “half-day” projections are based on anticipated need and demand. In some instances, schools may receive more or less than the initially allocated coaching time. Such adjustments will be made with mutual agreement between WestEd and the District and will not reduce the overall number of coaching days provided to all schools.

We appreciate the confidence you have in our team and look forward to the prospect of working with you. As mentioned earlier, please feel free to recommend any suggestions or changes to this proposal.