

Proposal for Four Domains School & District Improvement Services

East Aurora School District 131

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 for a period from May 1, 2025 (or contract start date) to August 31, 2025 (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 East Aurora School District 131. To date, WestEd has worked to build leadership capacity 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.

To continue support of school improvement efforts, WestEd will provide technical and adaptive partnership support to East Aurora School District 131 and identified schools to ensure a robust and rigorous school improvement planning process aligned to the Four Domains for Rapid School Improvement. Baseline data will be collected using 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 set the direction for prioritization and progress monitor and to assess if the desired shifts in tasks, habits and routines are becoming more common within participating schools.

WestEd will also provide technical and adaptive partnership support to East Aurora District 131 and identified schools to ensure improvements in the quality of professional collaboration in PLCs and the quality of evidence-based instructional practices that increase learning and achievement for all students using the VITAL PLC framework aligned with the Four Domains for Rapid School Improvement.

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

- Assess strengths and needs through the lens of the Four Domains for Rapid School Improvement;

- Articulate strengths and needs into a school improvement planning and implementation process that leverages existing strengths and addresses top challenges that includes constituent input;
- Create a robust and rigorous school improvement plan aligned with the planning and implementation process that includes:
 - a. Implementation plan for school year 2025-26 and plan for building and sustaining improvement efforts for school years 2026-27 and 2027-28;
 - b. Progress monitoring milestones for 2025-26 School Improvement Plan; and
 - c. Customized and targeted supports that meet the needs of school improvement for school year 2025-26.
- School leaders, teacher leaders, and teachers will be able to effectively participate in and lead VITAL Collaboration in PLCs;
- Teacher leaders who facilitate PLCs will increasingly be able to apply a variety of protocols designed to support improvement in the application of quality teaching practices into daily instruction.; and
- School and district leaders will be able to observe PLCs and provide actionable feedback to PLC facilitators and their collaborative teams.

INTENDED OUTCOMES AND DESIRED IMPACT

The proposal is intended to provide professional learning and intensive leadership coaching to support school turnaround efforts for district designated 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.
- Growth in the capacity of teachers and staff members to effectively facilitate and participate in meaningful teacher collaboration.
- Improvements in the quality of professional collaboration in PLCs and the quality of evidence-based instructional practices that increase learning and achievement for all students using the VITAL PLC Framework.
- Growth in the capacity of school leaders to effectively monitor teacher collaboration aligned to the VITAL PLC Framework.

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 and CALL to VITAL Collaboration Survey. 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 will be:

- 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; and
- School faculty members identified as PLC facilitators.

LIST OF SERVICES

The services are articulated for May 1, 2025, through August 31, 2025, 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 (May 1, 2025 – August, 31, 2025): Intensive School Improvement Planning and VITAL Collaboration Training

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. *CALL to VITAL Collaboration Survey* – A one-year license to the VITAL Collaboration survey for each participating school. This survey measures the capacity of schools to implement effective collaboration that improves teaching and learning. The survey will be administered once or twice a year (e.g., the fall and spring) to measure the growth of PLC capacity and the implementation of collaborative practices in PLCs. Data from the survey will be available to

designated leaders immediately upon completion and will be used to inform professional learning and to monitor progress.

3. *Four Domains for Rapid School Improvement School Improvement Planning Intensive* – Two, 3-day professional learning and planning intensives convened for district designated schools and district leaders. The intensive will focus on the application of the Four Domains CALL data into actionable practices for the 2025-26 academic year. Discussions and planning will include the role of the school leadership team for driving the change and a process for surfacing and resolving tensions in a productive way. Structures for communication as well as soliciting stakeholder input created and implemented.
4. *VITAL Collaboration Institute* – WestEd will provide two, 3-day training and planning institutes to district, school leaders, instructional coaches, and PLC facilitators for the district designated schools to introduce VITAL Collaboration, train school faculty for facilitation and plan for implementation. During this institute, participants will be introduced to the VITAL Collaboration framework and signature protocols for leading PLCs. WestEd coaches will also prepare school leaders to begin introducing VITAL Collaboration in their respective school sites for the 2025-26 school year.

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	Four Domains for Rapid School Improvement School Improvement Planning Intensive
June/July 2025	<p><i>Three-day School Improvement Planning Intensive</i> for district designated schools (nine days total). Three WestEd coaches will support school leaders and school-based leadership teams to ensure the creation of a robust and rigorous school improvement plan aligned to district and site-based priorities as well as the Four Domains for Rapid School Improvement. School improvement plan will include the following:</p> <ul style="list-style-type: none"> • Implementation plan for school year 2025-26 and plan for building and sustaining improvement efforts for school year 2026-27 and 2027-28. • Progress monitoring milestones. • Customized and targeted supports that meet the needs of school improvement.

Month/ Year	Four Domains for Rapid School Improvement School Improvement Planning Intensive
July/ August	<p><i>Three-day School Improvement Planning Intensive</i> for district designated schools (nine days total). WestEd coaching will support school leaders and school-based leadership teams to articulate and communicate the strategic direction for school improvement to constituents to work towards ambitious improvement goals. The session will include:</p> <ul style="list-style-type: none"> Day 1: School leaders and site-based leadership teams will create a customized communication plan for school improvement direction, priorities and plan for implementation to their respective school faculties. School and site-based leadership teams will develop a customized plan to solicit and act upon stakeholder input Day 2: School leaders and site-based leadership teams will communicate school improvement priorities and plan for implementation to school faculty. School and site-based leaders will initiate custom plan to solicit and act upon stakeholder input Day 3: Using customized plans, the school community will refine their school improvement plan that works to ensure understanding of and ownership of the school improvement plan and implementation process. At the conclusion of Day 3, all participating members of the school community will have become active participants and owners of the school's improvement plan.
Month/ Year	VITAL Collaboration Training & Planning Institute
June/July 2025	<p><i>Three-Day VITAL Collaboration Training Institute:</i> During this Institute, WestEd coaches will engage district designated PLC facilitators to build a shared understanding of VITAL Collaboration framework as a vehicle for whole school improvement, including training to support effective facilitation using the protocols that support effective collaboration and training on evidence-based instructional practices aligned to focal improvement areas. It is designed to be a shared experience that anchors conversations throughout the year. Identified PLC facilitators will leave the Institute with a robust understanding of VITAL Framework and accompanying VITAL Protocols.</p>
July/August 2025	<p><i>Three day VITAL Collaboration Planning Institute:</i> During this Institute, WestEd coaches will engage district designated PLC facilitators and school leaders to develop their vision for teacher collaboration aligned with the VITAL Framework. Participants will create a customized implementation plan for the 2025-26 school year aligned to each school's identified instructional priorities and school improvement goals. Participants will also deepen their understanding of evidence-based instructional practices aligned to focal improvement areas. WestEd coaches will also train identified PLC facilitators on facilitation skills to ensure that facilitators are equipped with the knowledge and skills for effective facilitation.</p>

TERM AND COST – \$386,500.

This is a fixed price contract inclusive of all related expenses. Two invoices of equal amounts will be submitted on or after May 1, 2025, and June 15, 2025. The total of all invoices for activities shall be \$386,500.

Invoicing Schedule:

- Invoice #1, May 2, 2025: \$193,250
- Invoice #2, June 16, 2025: \$193,250

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.