

Submit Your Application



LEA Scope of Work

LEA Name:	Liberty Union-Thurston Local Schools	
LEA IRN:	046888	
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The purpose of this agreement is to establish a framework of collaboration in the development of the LEA Final Scope of Work. Checking this box certifies the acceptance of the Final Scope of Work document by the LEA superintendent and teachers' union president (if applicable). Each LEA assures that the superintendent and teachers' union president (if applicable) have signed the Final Scope of Work agreement, which is on file at the LEA and available upon request.

Fifth First:

Ohio's Race to the Top Strategy

Ohio has a vibrant history of setting ambitious but achievable goals in the face of daunting challenges. From the Underground Railroad to space exploration, Ohio has pursued its future with courage, fortitude and intelligence. Ohio is once again at the forefront of innovation. Together, we are transforming our state's education system. We are now front and center in the national spotlight poised to deepen our work through our Race to the Top strategy.

This is an exhilarating moment, and the Ohio Department of Education is proud to be partners in the complex but meaningful work with your districts and community schools. The ultimate success of Ohio's Race to the Top strategy lies within the leadership of our participating districts and schools. Race to the Top is a strategy for the entire state, but each of you will drive the change which will propel our work to the next level.

While we have a great opportunity, we also realize that this is no small challenge and the clock is ticking. Ohio's children cannot wait and we must act boldly now. Over the next four years, our goals are to reduce achievement gaps, increase high school graduation rates, and increase college enrollment. Specifically, we aspire to:

- Increase high school graduation rates by .5% per year
- Reduce graduation rate gaps by 50%
- Reduce performance gaps by 50%
- Reduce the gap between Ohio and the best-performing states in the nation by 50%
- More than double the increase in college enrollment for 18 and 19 year olds.

These goals require our best thinking and renewed focus. We will need the support and success of every participating district and school in order to achieve these challenging goals. Together we will ensure that our transformative work will result in Ohio students realizing greater successes in school and life.

*Directions: This Scope of Work template is available online at www.rtt.education.ohio.gov. Participants should complete the form online and submit it by clicking on the "Submit" button. All Scopes of Work are due **October 22, 2010**. In addition to the budget totals on this form, LEAs will submit a more detailed budget in the CCIP.*

RACE TO THE TOP: LEA SCOPE OF WORK

NARRATIVE: 4-6 PAGES

RACE TO THE TOP VISION

How will your LEA be different in 2014 as a result of your RttT strategy?

What will be different for students; for teachers; for administrators?

In 2014, teaching, learning, and leading at Liberty Union-Thurston Schools will be much more data driven than it is now. As a result of our Race to the Top strategy, we will have a better understanding of our student data, and we will have incorporated better ways to use our data effectively to enhance teaching and learning. By 2014, we will have a system in place to obtain student data quickly and efficiently, to analyze the data, and to implement changes based on the data. Teacher and principal evaluations will also be more data driven than they are now. Data used for evaluations will come from multiple sources, and will include student achievement information. Our new evaluation system will provide a greater focus for professional growth over time for both teachers and administrators.

In 2014, our students will graduate better prepared for twenty-first century challenges. They will be more goal-oriented. They will know what they need to do to demonstrate understanding, because benchmarks for success will be well defined. Formative assessments and performance based assessments will provide students ways to demonstrate understanding other than and in addition to summative assessments. The enhanced use of student data and formative assessments will provide students immediate feedback to their own learning, and will guide them toward positive growth and increased achievement.

In 2014, our teachers will have several new opportunities available to them. A more effective evaluation system will help teachers to understand better their own professional goals and the ways in which they could improve their own teaching. It will provide a greater focus for professional development, as well as better support for teachers who may be struggling. It will also allow teachers expanded opportunities to demonstrate their level of expertise, and to serve as mentors to new or struggling teachers. The new Career-Ladder licensure will give teachers new opportunities as well, and they will be able to demonstrate leadership by serving as teacher leaders in their buildings. Teaching itself will also look different. The enhanced use of student data will have a significant effect on teachers' day-to-day instructional decisions.

In 2014, our administrators will have a clearer understanding of performance expectations. A more effective evaluation

system for both teachers and principals will provide greater focus in professional development decisions, and will give administrators more opportunities to provide support for struggling teachers. School leadership responsibilities will also look different. Administrators will have the opportunity to share leadership responsibilities with teacher leaders within their buildings. Administrators will also be better prepared to guide the use of meaningful data to increase student achievement. We anticipate that our system of incorporating the use of data into decisions about teaching, learning, evaluations, and professional development will improve student achievement significantly.

RACE TO THE TOP PRESSING ISSUES

What are your LEA's most pressing issues in each of the four assurance areas?

Standards and Assessments

One of our biggest concerns in this assurance area (and in general) is funding. In an atmosphere of political and economic uncertainty, we are concerned about the long-term stability of the funding needed to implement our Race to the Top plan. Our district is one of those at the \$100,000 funding floor, and the funding we will receive may not be enough to cover all of the costs of what we plan to do. It is not clear at this time what costs will be associated with implementing the new assessment tools.

We need to be able to bridge the gap between the old and the new content standards in a timely manner. The implementation of the new content standards will require some professional development to understand them, but we don't yet know exactly how they will be assessed. How will they be assessed? In particular, how will we assess for twenty-first century skills? Until we know better how the new standards will be assessed, it will be somewhat difficult to make appropriate professional development decisions. We will also need adequate time to prepare for the new assessments, including specifics regarding how student achievement will be determined in each of the content areas. We understand that ODE will be including field –tested items on the current assessments that are related to the new standards. We would like to have information about the results of these field tests for our own planning purposes, but it is unclear if we will receive it. There are some logistics involved in assessing the learning of each child as well, including the use of technology. If computers will be necessary to perform the assessments, we will need to make modifications in our testing procedures, and it is not clear at this time what modifications will need to be made and how it will be accomplished.

Using Data to Improve Instruction

Our most pressing issues in this assurance area are access to information, time, and training. We want to ensure that every teacher has access to data regarding their students' progress, and it is not yet clear how teachers will gain access to this information. Teachers will need *time* to analyze and discuss their data, and to develop formative, performance-based, and short-cycle assessments. Teachers will need additional training in the use of formative assessments, differentiated instruction, and in the use of data to deliver differentiated instruction. Professional development will also be needed for teachers and administrators in the use of data systems, and in the interpretation of the data.

Great Teachers and Leaders

To be prepared better to measure student growth, our teachers will need better access to value added reports, and they will need a better understanding of the tools and technology available to help them manipulate and interpret student achievement data. In addition, we do not have value-added reports for grade levels other than 4-8, and it is not clear what kind of growth data will be available.

We need to develop an evaluation system that better meets the Standards for Professional Educators, that meets LPDC requirements and that also meets the requirements for a Resident Educator program. Our evaluations should represent a complete picture of an educator's teaching, and not focus on just one aspect of performance. We will need time to develop a new evaluation system that meets all of these requirements, to pilot it, to evaluate it, and to implement it. We will need to set goals that will allow for the development of teachers, and that will also provide appropriate evidence for retention or dismissal. We will need to decide at what point we will have to make a difficult decision for a teacher or principal who has been given opportunities but has not shown improvement, and what the consequences will be.

We will need to provide professional development for mentoring teachers and resident educators, which will involve some cost. We do not yet have any teachers holding a "Lead Teacher" license. We will need to define the qualifications for teachers who can fill such leadership roles. It is not clear at this point what funding will be provided to help cover the cost of additional compensation for teachers who take on leadership roles within the district.

We have some concerns about the availability of professional development. We have not yet received information about when the professional development provided to districts participating in Race to the Top will be provided, or how it will be presented. Again, we have funding concerns, because the amount we are receiving through the grant may not be enough to fully cover the cost of substitutes needed for professional development. In addition, our teachers may need training on the Ohio Educator Standards Board standards for professional development, to assist them in making appropriate professional development choices.

Turning Around the Lowest-Achieving Schools

N/A

SUCCESS FACTORS AND POSSIBLE RISKS

*What people, processes and resources will you deploy to ensure your district is meeting its RttT commitments and improving student achievement?
How will you engage stakeholders in Race to the Top?
What are possible risks and how will you mitigate those risks?*

ALL of our teachers and administrators will be involved in meeting our district’s Race to the Top commitments. Adequate time to review data and to create instructional strategies for improving student achievement will be provided to the staff. The grant funds will be used primarily to allow for professional development for both teachers and administrators. We will engage the building staff in the implementation of the Race to the Top program through communication, by involving them in decision-making, and through appropriate training. Our students will be engaged in the Race to the Top program through new assessments, through an understanding of their own achievement data, and through more effective teaching that results from the implementation of the program. The local community will be engaged in the process as well, through Board meetings, Strategic Planning Committee meetings, the district’s website and newsletters, and presentations to community organizations.

There are, of course, some risks involved in the implementation of anything new. We have concerns about funding. The grant funds will likely not be enough to cover the costs of the professional development needed to implement the program successfully, so the district will likely need to supplement the grant funds. Changes in staffing mid-way through the four-year period may introduce the need for additional professional development that will add to the cost. Although the community and the teaching staff are generally supportive, there is always the potential that certain parts of the program may not be well received. In particular, some teachers may be resistant to changes in the evaluation system and/or tenure requirements. We plan to mitigate these risks primarily through good communication and through community and staff involvement. We will continuously monitor the progress and reaction to the program, as is usually the case when implementing any kind of change.

Transformation Team and Transparent Communication

Commitments:

- LEAs commit to creating a local Race to the Top Transformation Team
- LEAs commit to developing a strategy of transparent communication to include, at a minimum, a monthly update in public to the local Board of Education

Goals:

- Create a local Race to the Top Transformation Team consisting of 6 teachers and 6 administrators, who will be responsible for the oversight of our Race to the Top Scope of Work
- Provide transparent communication to the staff and community regarding the implementation and progress of our Race to the Top Scope of Work

Key Personnel: [List Transformation Team members and roles]

Paul Mathews (superintendent), Art Brate (school board president), Holly Lavender (teacher and LUTEA president), Ben Factor (teacher), Lisa Feyko (teacher), Dorea Tomlinson (teacher), Tracy Farmer (teacher), Ed Miller (high school principal), Kelli Brownfield (Elementary principal), Hank Gavarkavich (middle school principal), Ashleigh Miller (teacher), Ken Dille (curriculum supervisor)

Budget:

\$2598.52 per year, to cover salary of substitutes and after-school stipends for teacher members of the Transition Team.
\$401.48 per year, for fringe benefits

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEARS 1-4: 2010-2014 [SUGGESTED ACTIVITIES]

- Form a local Race to the Top Transformation Team with at least half of the team members being teachers
- Ensure that team members provide oversight for local RttT efforts
- Evaluate the work of the team to determine if the team is fulfilling its purpose during years 2, 3 and 4
- Develop and implement a comprehensive RttT communication plan
- Communicate to the community progress made toward meeting district RttT commitments
- Provide an update on the progress of the RttT Scope of Work to the local board of education monthly with joint presentations by the superintendent and union president

SCHOOL YEARS 1-4: 2010-2014 [LEA SCOPE OF WORK ACTIVITIES]

- Create a local Race to the Top Transformation Team, consisting of 6 administrators and 6 teachers, which will meet on a regular basis to develop, document, and monitor progress on Race to the Top activities, as well as conduct an annual review
- Committee members will report progress to the teaching staff
- Information regarding Race to the Top activities and progress will be added and updated on the District's website and newsletter as needed
- An update on the progress of the Race to the Top Scope of Work will be presented jointly by the superintendent and LUTEA president at the monthly Board meetings.
- Local community organizations will be invited to attend presentations describing our Race to the Top Scope of Work

SCHOOL YEARS 1-4: 2010-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- These activities will be performed continuously
- No later than May 2011, all Board members, Administrators, and Teachers will be familiar with all goals and planned activities contained in the Scope of Work

Assurance Area B: Standards and Assessments

STATE PLAN SECTION: (B) (3) SUPPORTING THE TRANSITION TO ENHANCED STANDARDS AND HIGH-QUALITY ASSESSMENTS

Commitments:

- LEAs commit to participating in professional development on the new academic content standards and will contribute teacher and principal time to participate
- LEAs commit to revising existing local curricula in order to align with new state standards

Goals:

- * Participate in professional development on the new academic content standards, and contribute teacher and principal time to participate
- * Revise existing local curricula in order to align with new state standards
- * All teachers will be trained in formative assessment strategies and performance tasks, and the use of online assessments

Key Personnel:

100% of teaching and administrative staff

Budget:

\$6351.95 per year, to cover salary of substitutes for teachers participating in professional development activities
\$981.38 per year, for fringe benefits

**LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- **Become familiar with the new standards in English language arts, mathematics, science and social studies**
- **Participate in professional development opportunities on the new standards**
- **Use the curriculum models and the crosswalk documents to begin analyzing your current curriculum for needed changes**

SCHOOL YEAR 1: 2010-2011 [LEA SCOPE OF WORK ACTIVITIES]

- * Participate in professional development activities so that teachers can become familiar with the new content standards
- * Create collaborative work time for teachers to work together in beginning to align the curriculum to phase in the new content standards, using curriculum models and crosswalk documents

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- * 100% of teachers will be aware of the new content standards by May 2011
- * 100% of alignment to new curriculum will be completed by May 2011

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- **Ensure all educators are familiar with the new standards in English language arts, mathematics, science and social studies**
- **Participate in professional development on the standards, associated curriculum models and new assessments**
- **Conduct curriculum crosswalk activities in English language arts, mathematics, science and social studies at the district and building level to determine what changes are needed in local curricula**
- **Participate in professional development and/or pilot project opportunities on formative assessments and performance-based assessments**
- **If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness Assessment**

SCHOOL YEAR 2: 2011-2012 [LEA SCOPE OF WORK ACTIVITIES]

- *Begin revision of the local curricula to align with the new content standards
- * If selected, participate in a field test for Kindergarten Readiness
- * Participate in professional development and/or pilot project opportunities on formative assessments and performance-based assessments
- *If available, participate in professional development opportunities and online training for the new state assessments

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- * 100% completion of revisions on local curricula, ready to pilot in 2012-2013
- * 100% completion of short cycle and formative assessments, ready to implement in 2012-2013
- * (If available) By June 20120 at least one staff member in each building is trained to facilitate the online assessment training for teachers and principals

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- **Revise local curricula to align with new standards in English language arts, mathematics, science and social studies**
- **Participate in professional development on curriculum supports and instructional resources developed by the state through regional peer review process**
- **Participate in training and pilot opportunities on formative assessments and performance-based assessments**
- **Participate in professional development opportunities and online training for the new state assessments**
- **If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness Assessment**
- **Ensure all kindergarten teachers participate in training on the administration of the expanded Kindergarten Readiness Assessment**

SCHOOL YEAR 3: 2012-2013 [LEA SCOPE OF WORK ACTIVITIES]

- *Ensure that the new curriculum is aligned, and all teachers are teaching the new standards and revised curricula.
- *Participate in professional development opportunities and online training for the new state assessments

*If available, students will participate in online practice assessments

*Ensure that all kindergarten teachers are trained on the administration of the expanded Kindergarten Readiness Assessment.

* Continue to participate in professional development and/or pilot project opportunities on formative assessments and performance-based assessments

SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

* (If available) 100% of students will participate in online practice assessments by May 2013

* 100% of teachers will be trained in the use of online practice assessments by May 2013

* 100% of kindergarten teachers will be trained in the administration of the expanded kindergarten readiness assessment by May 2013

* 100% of teachers are teaching the new content standards and revised curricula by May 2013

* 90% of teachers will be integrating formative and performance-based assessments into course activities by May 2013

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- Ensure all local curricula are aligned with new standards in English language arts, mathematics, science, and social studies
- Ensure all teachers are teaching to the new standards and revised local curricula
- Integrate formative assessments and performance tasks into course activities
- Participate in professional development and online training for the new state assessments
- Participate in professional development on formative assessment strategies and performance tasks
- Ensure students engage in online practice testing for the new state assessments
- Ensure all kindergarten teachers administer the expanded Kindergarten Readiness Assessment

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

• Continue to monitor that local curricula are aligned with new standards in English Language Arts, Mathematics, Science, and Social Studies

- Continue to monitor that all teachers are teaching to the new standards and revised local curricula
 - Continue to Integrate formative assessments and performance tasks into course activities
 - Participate in additional professional development and online assessment training on the new state assessments
 - Participate in additional professional development on formative assessment strategies and performance tasks
 - Continue to monitor that all students engage in online practice testing for the new state assessments
 - Continue to monitor that all kindergarten teachers administer the expanded Kindergarten Readiness Assessment
- * Ensure that new staff members have opportunities for professional development in formative assessments, performance-based assessments, and online assessments

SCHOOL YEAR 4: 2013-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- * 100% of teachers are integrating formative and performance-based assessments into course activities by May 2014
- 100% of local curricula are aligned with the new content standards in English Language arts, Mathematics, Science, and Social Studies (ongoing)
- 100% of teachers are teaching to the new standards and revised local curricula (ongoing)
- 100% of teachers are trained in online assessment training on the new state assessments (ongoing)
- 100% of teachers are trained in formative assessment strategies and performance tasks (ongoing)
- 100% of students are engaging in online practice testing for the new state assessments(ongoing)
- 100% of kindergarten teachers are administering the expanded Kindergarten Readiness Assessment (ongoing)

Assurance Area C: Using Data to Improve Instruction

STATE PLAN SECTION: (C) (3) USING DATA TO IMPROVE INSTRUCTION

Commitments:

- LEAs with a functioning instructional improvement system (as defined by Race to the Top) commit to its active use at the classroom level
- LEAs without an instructional improvement system (as defined by Race to the Top) commit to adopt a qualifying system
- LEAs commit to implementing a formative assessment program; LEAs without a current formative assessment program commit to collaboratively developing and implementing such a program with the state and other participating districts
- LEAs commit to making instructional improvement system data available to researchers, consistent with the state's broader research agenda
- LEAs commit to partnering with institutions of higher education to evaluate and implement innovative education models

Goals:

- * Active use of a qualifying instructional improvement system at the classroom level on a regular basis
- Implement a formative assessment program. Work collaboratively with the state and other participating districts as needed in the development of such a program
- Make Instructional improvement system data available to researchers
- Partner with a local institution of higher education to evaluate and implement innovative education models

Key Personnel:

100% of teaching and administrative staff

Budget:

\$6351.95 per year, to cover salary of substitutes for teachers participating in professional development activities
\$981.38 per year, for fringe benefits

**LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- Determine whether the LEA has an Instructional Improvement System that meets the definition established by the USDoE
- (For LEAs with a qualifying Instructional Improvement System) Ensure that teachers are using the Instructional Improvement System regularly
- Participate in sessions to assist the state in establishing system requirements for an Instructional Improvement System that meets RttT criteria
- Participate in the teacher-student data link process to ensure accuracy of value-added data
- Participate in professional development on the use of formative assessments
- Establish partnership(s) with institution(s) of higher education to implement and/or evaluate innovative education models; in the event higher education institutions are not available for this purpose, establish partnerships with business or community organizations
- Cooperate with research/evaluation initiatives as requested

SCHOOL YEAR 1: 2010-2011 [LEA SCOPE OF WORK ACTIVITIES]

- * Evaluate our Instructional Improvement system, to determine what needs to be done to meet the definition of an IIS established by the USDoE. Work cooperatively with the state and other districts to develop such a system.
- * The demographics of our district currently allow for easy access to a teacher-student data link
- * Build on our current dual enrollment and credit flexibility programs that have been recently implemented
- * Strengthen relationships with local business and community members
- Cooperate with research/evaluation initiatives as requested

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- * 100% of the evaluation of the Instructional Improvement System will be complete by May 2011
- * 100% of local area organizations and businesses will be given the opportunity to attend presentations of the district's Race to the Top plan by May 2011
- * 100% of teachers will have access to pertinent and necessary student-teacher data by May 2011

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- (For LEAs that will adopt the state Instructional Improvement System) Attend professional development on the Instructional Improvement System
- (For LEAs with a qualifying Instructional Improvement System) Ensure that teachers actively and regularly use the Instructional Improvement System at the classroom level
- Participate in professional development on formative assessments
- Evaluate existing district and/or building formative assessment programs to identify strengths and areas that require improvements
- Work collaboratively with the state and/or other participating districts to develop or strengthen the formative assessment program
- Participate in formative assessment pilot opportunities, if selected for the pilot program

SCHOOL YEAR 2: 2011-2012 [LEA SCOPE OF WORK ACTIVITIES]

- Participate in local professional development in the use of the Instructional Improvement System
- Participate in professional development on formative assessments
- Evaluate existing district and/or building formative assessment programs to identify strengths and areas that require improvements
- Work collaboratively with the state and/or other participating districts to develop or strengthen the formative assessment program
- Participate in formative assessment pilot opportunities, if selected for the pilot program

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- * 100% of teachers will be familiar with the use of the Instructional Improvement System by May 2012
- * 100% of teachers will be trained in the use of formative assessments by May 2012
- * 100% of evaluation of the district/building formative assessment program will be complete by May 2012

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- (For LEAs adopting the state Instructional Improvement System) Participate in acceptance testing of the Instructional Improvement System

- (For LEAs adopting the state Instructional Improvement System) Participate in professional development on the Instructional Improvement System
- Ensure that teachers actively use the Instructional Improvement System at the classroom level
- Complete face-to-face and online professional development modules focused on content-specific formative assessments
- Evaluate existing district and building formative assessment programs and address areas in need of improvement
- Work collaboratively with the state or other participating districts to fully implement an effective formative assessment program
- Participate in professional development on new state assessments

SCHOOL YEAR 3: 2012-2013 [LEA SCOPE OF WORK ACTIVITIES]

- Participate in acceptance testing of the Instructional Improvement System
- Participate in professional development on the Instructional Improvement System
- Ensure that teachers begin to use the Instructional Improvement System at the classroom level on a regular basis
- Participate in professional development focused on content-specific formative assessments
- Continue to evaluate existing district and building formative assessment programs and address areas in need of improvement
- Continue to work collaboratively with the state and other participating districts to fully implement an effective formative assessment program
- Participate in professional development on new state assessments

SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- 100 % of teachers will participate in acceptance testing of the Instructional Improvement System by May 2013
- 100% of teachers will begin to use the Instructional Improvement System at the classroom level
- * 100 % of teachers will be trained on the implementation of the new state assessments (for content areas provided)
- *100% of teachers will be trained in the use of content-specific formative assessments (for content areas provided)

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- Assess the use of the Instructional Improvement System at the classroom level and continue to deepen the focus on data-based instruction
- Ensure all teachers have completed face-to-face and online professional development modules on content-specific formative assessments
- Fully implement a formative assessment program (developed locally or collaboratively with the state or other participating districts) aligned with the district's curricula and course planning
- Participate in professional development on the implementation of new state assessments

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

- Assess the use of the Instructional Improvement System at the classroom level, and continue to deepen the focus on data-based instruction
- * Continue to participate in professional development on the Instructional Improvement System, and ensure that all teachers are actively using the IIS at the classroom level.
- Ensure that all teachers have completed face-to-face and online professional development modules on content-specific formative assessments
- Fully implement a formative assessment program, aligned with the district's curricula and course planning
- Participate in professional development on the implementation of new state assessments

SCHOOL YEAR 4: 2013-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- * 100 % of teachers will be trained on the implementation of the new state assessments (for content areas provided)
- * 100% of teachers will actively use the Instructional Improvement System at the classroom level
- * 100 % of teachers will be trained in the use of content-specific formative assessments (ongoing)
- * 100% of teachers will implement the district's formative assessment program

Assurance Area D: Great Teachers and Leaders

Commitments:

Measure Student Growth

- LEAs commit to implementing the student-level value-added program consistent with the program conducted by Battelle for Kids. This includes supporting professional development and the distribution of value-added reports on an annual basis to all eligible teachers and administrators.
- LEAs commit to identify measures of student growth for grades and subjects that do not receive value-added reports

Evaluation Systems

- LEAs commit to adopting comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple significant factors, and which are aligned with criteria established by the state. Recognizing the complexities of implementing new evaluation systems in a collective bargaining state, LEAs commit to designing revised evaluation systems, implementing pilots, and providing training, with full implementation within four years
- LEAs commit to annual evaluations of all teachers and principals within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluations formats aligned with state criteria
- LEAs commit to using data and results from the evaluation system in the planning of district professional development programs and in the decision-making process for budget development (building and district)
- LEAs commit to using evaluation results in promotion and retention decisions. LEAs commit to implement the Teacher Residency program with Lead Teacher(s) as specified in House Bill 1
- LEAs commit to including evaluation results as a significant input into tenure decisions
- LEAs commit to employing evaluation results as a significant input to removal decisions and will commit to not allowing persistently low-performing teachers and principals to remain once they've been provided with ample opportunities and support to improve

Equitable Distribution of Effective Teachers and Principals

- LEAs commit to collaboratively creating and implementing a plan that provides innovative strategies for placing highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models. (Placement of teachers in such schools will not be based solely on seniority.)
- LEAs will implement recruitment and professional development strategies to increase the pool of effective teachers available in the LEA for hard-to-staff subjects and specialty areas including mathematics, science, special education, English language learner programs; and teaching in other areas as identified by the LEA.

Effective Support to Teachers and Principals

- LEAs commit to implementing the residency program as specified in House Bill 1 with additional, intensive supports for new teachers in the lowest-performing schools.
- LEAs commit to using the state's professional development standards when designing and implementing professional development.
- LEAs commit to using the state's professional development standards when evaluating the effectiveness of professional development.

Goals:

(Insert goals for each of the four Assurance Area D sub-categories: Measure Student Growth; Evaluation Systems; Equitable Distribution of Effective Teachers and Principals; and Effective Supports to Teachers and Principals)

Measuring Student Growth:

- Implement a student-level value-added program consistent with the program conducted by Battelle for Kids, including supporting professional development and the distribution of value-added reports on an annual basis to all eligible teachers and administrators.
- Identify measures of student growth for grades and subjects that do not receive value-added reports

Evaluation Systems:

- Adopt a comprehensive evaluation system, with definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple significant factors, and which are aligned with criteria established by the Ohio Educator Standards Board. Design a revised evaluation system, pilot it, providing training for it, and fully implement it within four years
- Conduct annual evaluations of all teachers and principals within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluations formats aligned with state criteria
- Incorporate data and results from the evaluation system into the planning of district professional development
- Use evaluation results in tenure and retention decisions, not allowing persistently low-performing teachers and principals to remain once they've been provided with ample opportunities and support to improve

Equitable Distribution of Effective Teachers and Principals

* Build a high-quality applicant pool by establishing partnerships with teacher education programs and institutions

*Review current hiring processes and interview protocols

Effective Supports to Teachers and Principals:

*Implement a Resident Educator program with Lead Teacher(s)/mentors as specified in House Bill 1

*Implement a Resident Educator program with intensive supports for new teachers

*Use the state’s professional development standards when designing, and implementing, and evaluating the effectiveness of professional development.

Key Personnel:

100% of teaching and administrative staff

Budget:

\$6351.96 per year for years 1, 3, and 4, to cover salary of substitutes for teachers participating in professional development activities

\$981.38 per year for years 1, 3, and 4, for fringe benefits

\$ 4706.22 in year 2 to cover salary of substitutes for teachers participating in professional development activities

\$727.11 in year 2 for fringe benefits

\$1900 for materials needed for local professional development on the new evaluation system

**LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

Measure Student Growth

- Examine current district and school practices related to the use of value-added data
- Attend professional development training sessions on the use of value-added data
- Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
- Distribute and utilize annual value-added reports for principals and teachers with tested grades

Evaluation Systems

- Establish district project teams to work on the design of teacher and principal evaluation systems that include annual evaluations, the use of student growth measures as one of multiple significant factors, and other state and federal criteria
- Attend training sessions and use gap analysis tools to determine the degree of alignment of current teacher and principal evaluation systems to state models and federal criteria

Equitable Distribution of Effective Teachers and Principals

- Conduct a needs assessment to determine whether there are inequities in the assignment of educators to high-poverty and high-minority schools
- Conduct a needs assessment to determine the district's hard-to-staff subject and specialty areas and report those data to the state through the Web-based Recruitment System
- Participate in professional development on best-in-class recruitment and retention strategies and tools
- Build a high-quality applicant pool by establishing partnerships with teacher education programs and institutions
- Review current hiring processes and interview protocols to determine if the district should use standards-based interview protocols (such as the Haberman and/or Gallup interview protocols)

Effective Support to Teachers and Principals

- Attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers in the fall of 2011
- For schools designated as persistently low-achieving, provide co-teaching support for new teachers
- Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers
- Assess current professional development to determine if it meets state professional development standards
- Develop a professional development plan to support local Race to the Top strategies

SCHOOL YEAR 1: 2010-2011 [LEA SCOPE OF WORK ACTIVITIES]

Measure Student Growth

- Examine current district and school practices related to the use of value-added data
 - Participate in professional development training sessions on the use of value-added data
 - Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
 - Utilize annual value-added reports for principals and teachers with tested grades
- * Pilot and field-test other measures of student growth that can be used to supplement value-added growth data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments

Evaluation Systems

- Continue to work with established district project teams to design teacher and principal evaluation systems that include annual evaluations, the use of student growth measures as one of multiple significant factors, and other state and federal criteria
- Continue to attend training sessions and use gap analysis tools to determine the degree of alignment of current teacher and principal evaluation systems to state models and federal criteria
- Develop comprehensive models for teacher and principal evaluation, including timelines, activities, and personnel, with the goal of full implementation of new evaluation system by piloting the evaluation system by 2011-12 and full implementation by 2012-2013

Equitable Distribution of Effective Teachers and Principals

- *Conduct a needs assessment to determine the district's hard-to-staff subject and specialty areas and report those data to the state

- * Participate in professional development on best-in-class recruitment and retention strategies and tools
- * Build a high-quality applicant pool by establishing partnerships with teacher education programs and institutions
- * Review current hiring processes and interview protocols

Effective Support to Teachers and Principals

- Attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers in the fall of 2011
- Assess current professional development to determine if it meets state professional development standards
- Develop a professional development plan to support local Race to the Top strategies
- * Determine the qualifications for serving as a mentor in this district. Send mentors to required Teacher Residency program training and credentialing provided by state lead trainers

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- * 75% of district administrators will participate in professional development on incorporating value-added measures by May 2011
- * 100% of teachers in grades 3-8 will attend professional development training sessions on the use of value-added data by May 2011
- * 100% of principals and teachers in grades 3-8 will initiate use of annual value-added reports
- * A gap analysis to determine the degree of alignment of current teacher evaluations with state and federal guidelines will be completed by December 2010

- 100% of a comprehensive model for teacher evaluations will be completed by June 2011
- *A needs assessment of the district's hard-to-staff subject areas will be completed by June 2011
- * An analysis of the qualifications needed to be a mentor in this district will be completed by Jan 2011
- *100% of identified mentors will be sent to required Teacher Residency program training and credentialing by Fall 2011

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

Measure Student Growth

- Attend professional development training sessions on the use of value-added data
- Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
- Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement
- Identify and field-test other measures of student growth that can be used to supplement value-added growth data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments
- Determine how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests

Evaluation Systems

- Develop comprehensive models for teacher and principal evaluations, including timelines, activities, and personnel, with the goal of full implementation of new evaluation system by 2013-14
- Provide training to teachers and principals on the use of the new comprehensive evaluation system
- Begin piloting components of the revised evaluation system and use data to inform changes
- Report to ODE the state of the evaluation systems in terms of alignment to state and federal criteria
- Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
- Review current process for removing ineffective teachers and principals and develop plan to remove persistently low performing teachers and principals
- Develop a plan for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools

Equitable Distribution of Effective Teachers and Principals

- Develop a plan that details innovative strategies the district will use to recruit, place, and retain highly effective teachers in high-poverty and high-

minority schools, including strategies such as additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models. Include factors other than or in addition to seniority.

- (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions
- Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices

Effective Support to Teachers and Principals

- Fully implement the Teacher Residency program for all new teachers
- For schools designated as persistently low-achieving, provide co-teaching support for new teachers
- Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers
- Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development
- Implement a comprehensive professional development plan to support local Race to the Top strategies

SCHOOL YEAR 2: 2011-2012 [LEA SCOPE OF WORK ACTIVITIES]

Measure Student Growth

- Attend additional professional development training sessions on the use of value-added data
- Continue to utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
- Distribute and utilize annual value-added reports for principals teachers with in grades 3-8, to inform professional development and areas of performance improvement
- Pilot and field-test other measures of student growth that can be used to supplement value-added growth data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments
- Determine how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests

Evaluation Systems

- Begin piloting components of the revised evaluation system, and use data to inform changes

* Participate in training and professional development on the new evaluation system

- Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria
- Use data and results from the evaluation system in making decisions about professional development
- Review the current process for removing ineffective teachers and principals, and develop a plan to remove persistently low performing teachers and principals
- Explore ways for highly effective teachers to receive additional compensation if they take on additional responsibilities such as being a Lead Teacher
- Make final adjustments to the evaluation systems in preparation for full implementation in 2012-2013

Equitable Distribution of Effective Teachers and Principals

*Collect and review teacher retention data (annually)

Effective Support to Teachers and Principals

- Fully implement the Resident Educator program for all new teachers
- Send additional lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers
- Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development
- Implement a comprehensive professional development plan to support local Race to the Top strategies

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

* 100% of school and district administrators will implement a validation process for student-teacher linkages for value-added data

- * An evaluation of how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests will be complete by May 2012
- * 100% of principals and teachers in grades 3-8 will utilize annual value-added reports to inform professional development and areas of performance improvement
- * 100% of the components of the revised teacher and principal evaluation system will be piloted by May 2012 in all buildings
- *100% of principals and teachers will be trained on the new evaluation system by May 2012
- * A review of the current process for removing ineffective teachers and principals, and a plan to remove persistently low performing teachers and principals will be completed by May 2012
- *District representation at state-sponsored professional development regarding recruitment practices will take place by May 2012
- *80% of school/district professional development plans will meet state and federal guidelines by June 2012

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

Measure Student Growth

- **Ensure all teachers have participated in professional development training sessions on the use of value-added data**
- **Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data**
- **Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement**
- **Assess effectiveness of other identified measures of student growth used to supplement value-added data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments**
- **Implement student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests**

Evaluation Systems

- Continue training and professional development on the new evaluation systems
- Make final adjustments to the evaluation system in preparation for full implementation in Year 4
- Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state
- Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria
- Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
- Review current processes for granting tenure and develop a plan for rigorous tenure review using evaluation results and incorporating the 7-year timeframe for tenure
- Implement a plan to remove persistently low-performing teachers and principals
- Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools

Equitable Distribution of Effective Teachers and Principals

- Implement, monitor, and refine the district's plan to ensure that effective teachers are placed in high-poverty, high-minority schools, in low-achieving schools, and in hard-to-staff subject areas
- Determine whether the selected strategies (e.g., additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, distributive leadership models, and teacher placement based on factors other than/in addition to seniority) are having the desired impact
- Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis
- (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions
- Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices

Effective Support to Teachers and Principals

- Continue implementation of the Teacher Residency program for all new teachers
- For schools designated as persistently low-achieving, provide co-teaching support for new teachers
- Provide feedback on performance to all lead teachers and mentors in the Teacher Residency program
- Use the state professional development standards and results of teacher evaluation in planning, conducting, and evaluating professional development
- Review professional development plan and modify it based on student data, and allocate professional development funding accordingly

SCHOOL YEAR 3: 2012-2013 [LEA SCOPE OF WORK ACTIVITIES]

Measure Student Growth

- Ensure that all teachers in grades 3-8 have participated in professional development training sessions on the use of value-

added data

- Continue to utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
- Continue to distribute and utilize annual value-added reports for principals and teachers to inform professional development and areas of performance improvement
- Analyze the effectiveness of other identified measures of student growth used to supplement value-added data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments
- Implement student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests

Evaluation Systems

- Fully implement the new evaluation system, and conduct annual evaluations of teachers and principals using the new evaluation system
- Continue training and professional development on the new evaluation system
- Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state
- Report to ODE the status of the evaluation system in terms of alignment to state and federal criteria
- Use data and results from the evaluation system in making decisions about professional development
- Review current processes for granting tenure and develop a plan for rigorous tenure review, using evaluation results and incorporating the new 7-year timeframe for tenure
- Begin to implement a plan to remove persistently low-performing teachers and principals

- Provide ways for highly effective teachers to receive additional compensation if they take on additional responsibilities, such as being a Lead Teacher

Equitable Distribution of Effective Teachers and Principals

- *Continue to collect and review teacher retention data (annually)

Effective Support to Teachers and Principals

- Continue to implement the Resident Educator program for all new teachers
- Provide feedback on performance to all lead teachers and mentors in the Teacher Residency program
- Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development
- Review the professional development plan and modify it based on student data, and allocate professional development funding accordingly

SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- 100% of teachers in subjects or grade levels that do not have statewide standardized tests will participate in a pilot of student growth measures by May 2013
- * The new evaluation system for teachers and principals will be fully implemented by May 2013
- * The review of all current processes for granting tenure, and a plan for rigorous tenure review using evaluation results and incorporating the new 7-year timeframe for tenure will be fully complete by May 2013
- *100% of the review of current hiring processes will be complete by May 2013

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

Measure Student Growth

- **Ensure all teachers have participated in professional development training sessions on the use of value-added data**
- **Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data**
- **Distribute and utilize annual value-added reports for teachers and principals to inform professional development and areas of performance improvement**
- **Continue to refine other identified measures of student growth used to supplement value-added data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments**

Evaluation Systems

- **Fully implement the new evaluation system and conduct annual evaluation of teachers and principals using the new evaluation system**
- **Continue training and professional development on the new evaluation system**
- **Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education**
- **Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level**
- **Implement the plan for rigorous tenure review using evaluation results and incorporating the new seven-year timeframe for tenure, develop strategies to assess effectiveness of new tenure review plan**
- **Implement the plan to remove persistently low-performing teachers and principals**
- **Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools**

Equitable Distribution of Effective Teachers and Principals

- **Implement, monitor, and refine the district's plan to ensure that effective teachers are placed in high-poverty, high-minority schools, in low-achieving schools, and in hard-to-staff subject areas**
- **Determine whether the selected strategies (e.g. additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, distributive leadership models, and teacher placement based on factors other than/in addition to seniority) are having the desired impact**
- **Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis**
- **(For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions**
- **Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices**

Effective Support to Teachers and Principals

- **Assess implementation of the Teacher Residency program and make needed changes based on data**
- **Assess the success of the co-teaching support for new teachers and make needed changes based on data**
- **Train additional lead teachers and mentors for the Teacher Residency program as needed**
- **Use the state professional development standards, student data, and results of teacher evaluation in planning, conducting, and evaluating professional development**

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

Measure Student Growth

- Continue to ensure that all teachers have participated in professional development training sessions on the use of value-added data
- Continue to utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
- Continue to distribute and utilize annual value-added reports for teachers and principals to inform professional development and areas of performance improvement
- Continue to refine other identified measures of student growth used to supplement value-added data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments

Evaluation Systems

- Conduct an annual review of the new evaluation system and conduct annual evaluations of teachers and principals using the new evaluation system
- Continue training and professional development on the new evaluation system
- Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education
- Continue to use data and results from the evaluation system in making decisions about professional development

- Implement the plan for rigorous tenure review using evaluation results and incorporating the new seven-year timeframe for tenure. Develop strategies to assess the effectiveness of the new tenure review plan
- Fully implement the plan to remove persistently low performing teachers and principals
- Continue to provide ways for highly effective teachers to receive additional compensation if they take on additional responsibilities such as being a Lead Teacher

Equitable Distribution of Effective Teachers and Principals

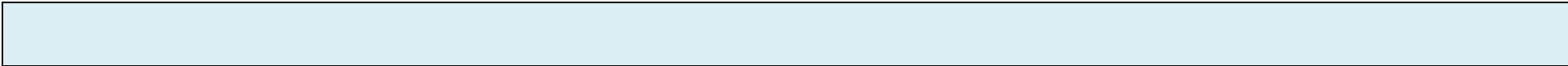
- *continue to collect and review teacher retention data (annually)

Effective Support to Teachers and Principals

- Assess implementation of the Teacher Residency program and make needed changes based on data
- Assess the success of the co-teaching support for new teachers and make needed changes based on data
- Train additional lead teachers and mentors for the Teacher Residency program as needed
- Continue to use the state professional development standards, student data, and results of teacher evaluations in planning, conducting, and evaluating professional development

SCHOOL YEAR 4: 2013-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- * All buildings will use varied measures of student growth in teacher and principal evaluations in the 2013-2014 school year
- * 100% of teachers in subjects or grade levels that do not have statewide standardized tests will implement measures of student growth
- * 100% implementation of our plan for the new 7-year timeframe for tenure in the 2013-2014 school year
- * 100% of the assessment of the implementation of the teacher residency program will be completed by June 2014



Assurance Area E: Turning Around the Lowest-Achieving Schools

STATE PLAN SECTION: (E) (1) TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Commitments:

- LEAs commit to implementing one of four Race-to-the-Top specified intervention models in schools designated as among the lowest 5%, and will implement the models in schools each year, to ensure implementation in all such schools within four years.
[NOTE: This section is required only for LEAs with schools identified as persistently low-achieving]
- LEAs with a three-year average graduation rate of less than 80% commit to applying Race-to-the-Top funding to implement the linkage coordinator component of the Governor's Closing the Achievement Gap initiative.
[NOTE: This section is required only for districts with a graduation rate of less than 80%]

Goals:

N/A

Key Personnel:

N/A

Budget:

N/A

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- Ensure that SIG-funded schools implement the selected intervention model

- Participate in ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Provide job-embedded professional development to staff
- Provide increased learning opportunities to staff and students
- Implement social-emotional and community supports for students
- Implement effective family engagement practices
- Evaluate implementation of intervention model in SIG-funded schools
- Apply for continuation SIG funding
- Complete an application for initial SIG funding for non-SIG funded schools identified as persistently low-achieving
- Work with schools in “Early Warning” status in coordination with regional support teams and the Office of Transforming Schools; conduct diagnostic review
- Convene a Family and Civic Engagement (FCE) team
- Work with county Family and Children First Council
- Develop a five-year Family and Civic Engagement plan and submit the plan to county Family and Children First Council
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

SCHOOL YEAR 1: 2010-2011 [LEA SCOPE OF WORK ACTIVITIES]

N/A

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

N/A

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- Fully implement selected intervention models in SIG-funded schools
- Participate in ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Provide job-embedded professional development to staff
- Provide increased learning opportunities to staff and students
- Provide social-emotional and community supports for students
- Provide effective family engagement practices and supports
- Evaluate implementation of intervention model
- Complete application for continuation SIG funding

- Intervene in schools in “Early Warning” status and develop and implement a systematic plan to improve the school’s performance
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

SCHOOL YEAR 2: 2011-2012 [LEA SCOPE OF WORK ACTIVITIES]

N/A

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

N/A

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- Continue full implementation of the intervention models
- Participate in all ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Evaluate implementation of intervention model and take steps to ensure continual deepening of the work
- Assess progress in schools in “Early Warning” status and taketh additional corrective action if needed
- Complete application for continuation SIG funding
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

SCHOOL YEAR 3: 2012-2013 [LEA SCOPE OF WORK ACTIVITIES]

N/A

SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

N/A

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- Continue full implementation of the intervention models
- Participate in all ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Evaluate implementation of intervention model and continually deepen the work
- Evaluate progress in schools in “Early Warning” status and take additional corrective action if needed
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

N/A

SCHOOL YEAR 4: 2013-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

N/A