

Ohio | Investing in Student Success



LEA Scope of Work Year 3

LEA Name:	MARLINGTON LOCAL SCHOOLS
LEA IRN:	049882
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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.

Ohio | Investing in Student Success

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.

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?

Students/Parents: Because of the data management system and reporting system we will put in place, students (and their parents) will be better informed about their achievement. More data will be available and it will be more user friendly so that teachers can plan more appropriate interventions for students. Students will find their teachers to be using different teaching strategies and ALL their teachers will be challenging ALL the students. No longer will there be some teachers who students disrespect because of poor classroom management skills and lack of creativity in lesson planning.

Teachers - Teachers will all know and understand what research-based instructional strategies are and will be implementing them in their classrooms. Teachers will know the Ohio Teaching Standards and how those standards are reflected in their teaching. Teachers will be held to a higher level of performance and will know if they are proficient, accomplished or distinguished OR if they need improvement. They will be proficient at gathering data, storing data and analyzing data and will have a system at their finger tips to manage this data. They will know well the new content standards, their assessments will be aligned to the new standards and their curriculum maps will reflect the new content standards. Teachers will be well-versed in value-added "growth" data in ALL areas of instruction and will focus on the achievement of ALL students.

Administrators: Administrators will be much stronger instructional leaders because they will now have four years of evaluating teachers with the new evaluation system in place. The Ohio Teaching Standards and the rubrics the evaluation team, consisting of 8 teachers and three administrators, developed are very focused on improving instruction and the principal MUST be able to work with teachers on these standards. The new principal evaluation system will require that principals be much stronger instructional leaders and will be held accountable for their leadership. Principals will be MUCH better at analyzing data and will make their leadership decisions based on the data. The vocabulary that administrators use will be instruction-based, data-driven and student outcome focused. Administrators, all administrators, will be comfortable sharing value-added data with teachers and will be able to intervene with struggling teachers and offer insights into improved achievement. Administrators will LOVE the instructional improvement system because it will give them access to the data they need in an easily accessible way so that they are not wasting so much time going to multiple sources trying to gather the data themselves.

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

1. We need to learn the new standards
2. We need to realign our curriculum maps and common assessments and interventions to the new standards.
3. We need to understand what performance-based assessments look like and be trained on them
4. We need to become familiar with the formative assessments that the state will be putting in place and how to best use them to improve achievement

Using Data to Improve Instruction

1. We need a K-5 online reporting system that can be aligned to standards
2. We need an Instructional Improvement System
3. We need the data that we have organized to be easily accessible
4. We need building data teams
5. We need to develop or procure end of course assessments
6. We have common, 9 week assessments K-5 but not 6 - 12 in all grades and not in all core content areas. We need to complete our interim assessment system and put in place the state's formative assessments.

Great Teachers and Leaders

1. We have just completed our teacher evaluation system but it needs the growth component added to it
2. We need a new principal evaluation system aligned to Ohio's Principal's standards
3. We need professional development on the value-added reports we already receive
4. We need to know and understand the professional development standards so that we can design professional development opportunities that meet those standards
5. We need to define how "growth" will be measured in the content areas not addressed by our value-added reports.

Turning Around the Lowest-Achieving Schools

Not applicable for us

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?

People: The Transformation Team will be the hub through which all initiatives will be filtered for input, suggestions and directives. This team is comprised of 8 teachers (all representatives of our union), the special services director, high school principal, **elementary principal**, curriculum director and a technology assistant. We are utilizing personnel from our educational service center (Stark County) to consult about technology programs and resources. We are hoping to partner with our local college (University of Mount Union) even more than we presently do to advance different initiatives which would include interventions with our students and working with our teachers to enhance their content knowledge. Our district counselors and psychologists will support our deeper implementation of RTI, and of course, we want to involve and inform our parents in as many ways as possible.

Processes: The implementation of our **newly** revamped Teacher Evaluation system **has finished its second year and will now need to be adjusted to reflect the evaluation ratings mandated by HB 153 of Accomplished, Proficient, Developing and Ineffective** ~~is a new process this year and will need the patience of all to~~ clearly explain and understand the expectations based upon the Ohio Teaching Standards rather than Praxis. We have a new special services director and two new psychologists who are rewriting IAT procedures as well as implement RTI and progress monitoring. **We have piloted the RTI process in K-2 at Lexington Elementary in reading. We intend to fully implement the RTI process at Lexington building-wide in reading in 2012-13. Our other two elementary buildings are in the process of establishing RTI as well.** We need a process to define what "growth" is going to look like - objectively - in the classes that do not receive value-added reports.

Resources: We ~~are planning on purchasing~~ **purchased** a K-5 online grade reporting product called Pinnacle Plus which ~~will allow~~ us to align our assessments to the standards. **We have just completed the first year of implementation and that transition has gone well.** ~~Once~~ **Now that** Pinnacle Plus is in place, our next step is to explore the various products being developed including the state's IIS system to upload curriculum maps and resources. ~~We then plan on implementing the package called Pinnacle Instructor which will allow us to imbed our curriculum maps as well as assessments and resources into the system.~~

Engage Stakeholders: Marlinton was one of only three school districts in Stark county that signed the first MOU ~~back~~ in January **of 2010**. Our teacher's union and administration ~~was~~ **were** on board with Race to the Top long before many other surrounding school districts. In 2009-2010 we worked all year to revamp the teacher evaluation system to align with Ohio's Teaching Standards in anticipation of Race to the Top. Race to the Top ~~has been~~ **is** discussed at ~~our~~ **each** school board meeting so that our community is aware of our commitment. **RttT updates are also given each month during building staff meetings by the members of our Transformation Team. We have developed a RttT website accessible through our district website and post updates and meeting minutes on this website.** We feel that we have put in place a strong knowledge base from which to build the pieces of this four-year project - with our union, with all teachers and with our community.

Risks: We do not have extra administrators in our district - a few people wear many hats. The greatest risk is not having the personnel needed to carry out the many reforms. We are working now to break out some of the initiatives into "smaller" pieces so that other people can handle responsibilities. For example, we have included a technology assistant to be in on the "ground floor" of the data management system so that she understands the development of the system. We are looking at bringing back a retired administrator next year to handle some part-time duties as well. And we are going to have to focus our resources for Race to the Top to do a FEW things really well. We cannot do everything.

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:

1. To take our teacher evaluation team that worked together all last year on realigning our evaluation system with Ohio's Teaching Standards and - with the addition of a few other key players - reconfigure that group into our Transformation Team
2. To bring this team together a minimum of four times a year to evaluate progress on the Race to the Top commitments and to brainstorm and research ideas to accomplish Race to the Top goals.
3. To devise a method of communicating with each other - and then in turn communicating with the each building's staffs - the vision and progress of Race to the Top. Also the team will be active participants in the new initiatives as they are implemented. This communication will involve monthly updates with the board of education, monthly reports at staff meetings, a Race to the Top website on our district's home web site and updates published in district newsletters and the local newspaper.
4. To be the cheerleaders throughout the district for the Race to the Top initiatives

Key Personnel: [List Transformation Team members and roles]

Special Services Director - In charge of progress monitoring

Curriculum Director - Race to the Top contact person and will be in charge of setting up all Professional Development opportunities and organizing and coordinating initiatives

HS Principal - represents the administrator's point of view **Elementary Principal – represents the K-5 point of view**

Technology Assistant - will help implement all data structures

Eight teachers representing each building so that the voices and opinions throughout the district will be heard and their perspectives will be considered. They will be in charge of the monthly reports to the staff.
Technology Director - will oversee the infrastructure required to handle the new data system and online reporting; will set up and update district Race to the Top website

Budget:

Substitute teachers for the meetings each year for 8 teachers: Salary: \$8234.15 Fringe Benefits: \$663.67
Food and Meeting Supplies: \$412 TOTAL: \$9309.82

**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]

- Transition our Teacher Evaluation committee into the Race to the Top Transformation Team
- * Transformation Team will meet at least 4 times a year and more as needed
 - * Transformation Team will develop a checklist of goals and evaluate those goals at each of the quarterly meetings
 - * The Transformation Team will develop a method of communicating the vision and progress of Race to the Top to the staffs of each of the buildings, to the parents and to the greater community through district and building newsletters, the district website, PTO meetings, and other community gatherings
 - * The union president with the superintendent or the Race to the Top contact person will update the board each month on the progress of the district meeting its Race to the Top goals

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

1. The Transformation Team will have met at least 4 times per year - sign in sheets and team minutes will be documented
2. A checklist will have been developed and updated outlining the yearly expectations for Race to the Top - progress will be charted and communicated with all stakeholders.
3. Monthly board updates will be documented in the board minutes.
4. Monthly staff meetings in each building will be documented
5. Race to the Top updates will be posted on the district website (this will become operational by January 2011) - updated monthly by tech assistant
6. District and building newsletters will be saved to document communications there

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:

1. Prepare teachers to implement the new academic content standards through a series of pull out meeting sessions, attendance at county Lead Teacher meetings and attend state sponsored meetings
2. Create a time line for implementation
3. Develop curriculum maps that align to new standards
4. Create interim assessments that align to the new standards

Key Personnel:

Curriculum Director, Building principals, Classroom Teachers, and Substitute teachers and county consultants

Budget:

Pull out days with teachers - pay for substitutes and meeting costs over the four years: \$63,885.66

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]

1. For K - 5 teachers: Pull out time will be given to teacher-leaders from each elementary building to use the crosswalk documents available from local curriculum specialists as well as documents provided by ODE to identify what content remains the same, what content is being dropped and what new content is being added. This will be done with a small group of individuals first and those teachers will take the work back to others in their buildings to help them become familiar with the new standards in math, science, social studies and language arts.
2. For 6 - 8 teachers: Pull out time will be given for one teacher per content level per grade level to use the crosswalk documents available from local curriculum specialists as well as documents provided by ODE to identify what content remains the same, what content is being dropped and what new content is being added.
3. For HS teachers: Pull out time will be organized by content area with teachers from math, science, social studies and language arts meeting to compare course syllabi from their present courses as compared to the new courses.
4. Stark County has organized, through the educational service center, Lead Teacher networks in every area. There are four lead teacher meetings through out the year and we have "lead teachers" from our district attending each of these meetings with the focus being on the new content standards. Therefore, these teachers will bring back to our pull out sessions the information they receive at the Lead Teacher meetings.
5. Follow up meetings will be held in the spring once the Model Curriculum is published for teachers to examine the resources and evaluate how to proceed in the next year.
6. Teachers and principals, along with the Curriculum Director, will attend state sponsored professional development offerings on the new content standards

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

1. Pull out meetings will be held for each grade level in the areas of math, science, social studies and language arts (K-5). A list of the dates of those meetings will be created with a summary of what is accomplished. This list and accomplishments will be discussed with the staffs of the elementary buildings and the school board and will be published on the school web page. Sign in sheets and meeting minutes will be documented and saved.
2. Pull out meetings will be held with middle school teachers from each content area of math, science, social studies and language arts with a teacher in the content area from each grade level. A list of the meetings with summaries will also be developed and published. Sign in sheets will

be saved.

3. Pull out meetings will be held with three high school teachers from each content level in math, science, social studies and language arts. They will compare the syllabi of the new standards with their present syllabi in each of the different specific subjects. A list of the meetings with summaries will also be developed and published. Sign in sheets will be saved.

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]

1. Pull out meetings will be held at the K- 2 grade levels in order to complete pacing charts to be implemented in 2012-13. Meetings will involve developing the pacing charts, aligning common assessments and becoming familiar with the model curriculum. Teachers will also attend PD opportunities offered by the state. [We would love to participate in field testing items for the expanded Kindergarten Readiness assessment] We are planning on implementing the new standards in kindergarten, first grade and second grade in 2012-13 so that those children will be on target for the new assessments being implemented in 2014-15.

2. At the 3rd through 12th grade levels in the four core areas of mathematics, science, social studies and language arts, work will continue from last year in familiarizing teachers with the new content standards and model curriculum by pull out sessions, beginning to emphasize the content that is contained in BOTH new and old and less emphasis on the standards that are not in the new standards. We will begin looking at new materials and resources that support the new standards.

3. Teachers will participate in professional development opportunities at the county and state level and, if possible, take advantage of pilot projects available on new formative assessments and the performance-based assessments.

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

1. A list of meetings will be created that outline who has met through-out the year with summaries of what was accomplished. These meeting notes will be explained at staff meetings and to the board and published on the school web page. Sign in sheets for each meeting will be saved.
2. We will examine new materials with the possibility of purchase for kindergarten, first and second grade teachers. These materials will not be funded by RttT.
3. The curriculum maps and new assessments will be created and available for all kindergarten, first grade teachers and second grade teachers by September, 2012. These will be placed on the district wiki where all teachers can access them.
4. Curriculum Director will keep a record of the professional development offerings outside of the district that teachers and principals attend that concern the adoption of the new standards. Attendance and meeting summaries will be documented quarterly.
5. If teachers participate in pilot offerings from ODE, all those experiences will be documented and reported out.

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]

1. All kindergarten teachers will participate in training on the administration of the expanded Kindergarten Readiness Assessment. If selected, our teachers would participate in the pilot for the expanded KRAL.
2. All our local curricula (3rd - 12th grade in math, science, language arts and social studies) will undergo a revision to align with the new content standards - there will be one to three pull out sessions in which teachers work in small groups and then collectively to realign math, social studies, science and language arts.

3. Teachers and principals will attend professional development opportunities through our county and state that support the transition to the new standards.
4. Teachers will participate, when possible, in pilot opportunities for formative and performance-based assessments.
5. Teachers will take advantage of professional development opportunities including on-line training for the new state assessments.
6. Kindergarten teachers, if selected, will field test items for the new expanded Kindergarten Readiness test.
7. Kindergarten, first and second grade teachers will be teaching to the new standards - the first group in our district to do so.
8. We will develop a plan for communicating to parents and community as well as all teachers how the curriculum has changed through the local web page as well as other media and meeting opportunities (such as Title nights, parent-teacher conferences, open houses etc)

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

1. Completed curriculum maps will exist at the kindergarten, first and second grade level aligned to the new content standards. They will be available to teachers electronically.
2. The curriculum director will keep a record of the trainings that the kindergarten teachers receive on the new expanded Kindergarten Readiness Assessment.
3. The curriculum director will keep a record of ALL the professional development opportunities in which both teachers and principals participate.
4. Summaries will be kept on any pilot opportunities in which our teachers are selected to participate.
5. Summaries will be kept on any of the on-line trainings for the new state assessments and will be shared with ALL teachers and principals.
6. All of the events of this year will be explained at staff meetings and with the board and will be published on the Race to the Top update page.
7. The new curriculum maps will be followed in kindergarten, first and second grade. Common assessments at these three grade levels will exist and be aligned to these standards.
8. Documents such as outlines and comparison documents will be developed and disseminated to parents, community and teachers explaining the difference in the new content standards as compared to the old. These documents will be posted on the district website and discussed at the

monthly board meetings and building staff meetings.

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]

1. All core teachers (K-12) will be teaching to the new standards and to the realigned curriculum maps (pacing guides) but will still have to make sure they teach pertinent material for this final year of testing to the old content standards.
2. Grade 3 - 12 teachers will work to develop new common assessments (9 week assessments) that are aligned to the new standards but will not be implemented until 2014-2015.
3. There will be one to three pull out sessions for teachers to go over the sample performance tasks and rubrics that are to be available from ODE. Teachers will integrate these items when possible.
4. There will be one to three pull out sessions for teachers to go over the formative assessment items and strategies that are to be available from ODE in this year. Teachers will integrate these items when possible.
5. Teachers will participate in training for the new state online assessments.
6. Students will have an opportunity to practice for the online assessments.
7. All kindergarten students will take the expanded Kindergarten Readiness Assessment in September of 2013.
8. Curriculum Director will take completed courses of study to the curriculum committee on the Board of Education for approval.

9. A communication plan will be developed to inform teachers, parents and the greater community how the standards have changed grade by grade.

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

1. Beginning September, 2013, new curriculum maps (pacing guides) will exist at all levels in math, science, social studies and language arts. They will be available electronically. The corresponding courses of study aligned to the revised standards will be presented to the Board of Education for approval.
2. Results will be available for all kindergarten students on the new readiness test. Teachers will analyze the Expanded KRAL scores in 2013.
3. In 3rd through 12th grade new common assessments (9 week assessments) will be revised, completed and ready for implementation for 2014-15.
4. Records will be kept by the curriculum director that lists the PD opportunities in which teachers participated.
5. There will be a listing of the teachers who were trained on the online assessments as well as record keeping to ensure that ALL students have an opportunity to practice with the online testing mechanics.
6. All these activities will be recorded, discussed at staff meetings and with the board and will be posted on the school web page.
7. Documents will be developed to support and enhance the understanding of the changes in the curriculum and will be posted on the district website by the fall of 2013 and explained at monthly board meetings and staff meetings.

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:

1. Adopt a functional instructional improvement system. We will be adopting the state instructional improvement system. We will purchase a data analysis software program called Testing Werks to enable our teachers to have student data at their finger tips while we are waiting for the state IIS to be developed.
2. Create data teams in each building and at the district level
3. Provide an online grading and reporting system (Pinnacle Plus) for K-5 teachers/students/parents which can produce a standards-based report card
4. Expand the interim (nine week) assessment program in place now (K-5) to the 6-12 grades; work on this collaboratively with both county schools and state-wide initiatives.
5. Develop and implement a formative assessment program with the state and with districts in our county
6. Partner with local universities to evaluate and implement innovative education models such as our Dual Credit programs.

Key Personnel:

1. Curriculum Director
2. Technology Director and building technology assistants
3. Stark County Educational Service Center consultants both curriculum and technology
4. Teachers and administrators on Data Teams
5. Local university contact people
6. Building principals

Budget: Licenses for Pinnacle Plus (K-5) an online grade program, purchase of the software program called Testing Werks that manages data, software program called Grade Cam to process and grade tests as well as a Tech support person to help implement all initiatives BUDGET: \$98618.80

**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]

1. We will participate in sessions with the state in establishing system requirements for an IIS that meets RttT criteria.
2. Implement as a pilot the online grading program Pinnacle Plus in the K-5 grades
3. Participate in the teacher-student data link process to ensure accuracy of value-added data
4. Participate in professional development opportunities on the use of formative assessments
5. Build upon the relationships we have with local universities to continue and evaluate dual-credit programs.
6. Cooperate with any research/evaluation initiatives as requested by ODE
7. Establish data teams in each building

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

1. Pinnacle Plus will be purchased and piloted second semester of 2010-2011
2. Teachers and/or administrators will participate in the teacher-student link process and PD for the formative assessment program. Summaries of these meetings or process will be written as documentation for all to understand.
4. Discussions will be held with local university personnel to brainstorm collaborative projects and innovative programs - meeting dates and minutes will be chronicled on these meetings with a goal being set for an implementation
5. A list of the data team members from each building will be given to the Curriculum Director. Organizational meetings will be held in each building to begin the work of looking at data by the fall of 2011.
6. LEA personnel will attend state meetings to help establish system requirements for the IIS.

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]

1. LEA will adopt the state ISS and LEA personnel will participate in professional development opportunities to learn about the Instructional Improvement System. **LEA will complete the GAP Analysis tool provided by ODE to help identify data tools that will no longer be needed**
2. Implement in all our elementary buildings the online reporting system of Pinnacle Plus with the goal of having Parent Viewer available second semester - spring of 2012.
3. Participate in professional development opportunities on formative assessments
4. Evaluate our existing formative assessments and identify strengths and areas of that need improvement - emphasis on 6 - 12 grades
5. Participate and collaborate with the state and with other districts in our county to develop formative assessments
6. Pilot possible formative assessments
7. Participate in value-added learning courses (teachers(4th - 8th) and principals) to become familiar with teacher-student linkages for value-added
8. ~~Continue with collaboration with local universities and partner with them on one of the initiatives such as formative assessment and get suggestions from the university personnel as to how to better prepare our students for college through the quarterly dual-credit county meetings held at the Stark County Educational Service Center. Encourage the college personnel to visit our buildings!~~ **Join with the Stark County Educational Service Center in its High School Higher Education Alignment grant as a participating partner.**
9. Building data teams will begin to organize the data available to them and be able to put useful data in the hands of teachers beginning in the Fall of 2011 using the software program called Testing Werks.

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

1. Pinnacle Plus implemented K-5 with all teachers beginning in the Fall of 2011.
2. ~~Parent Viewer available spring of 2012~~ **Parent Viewer available spring of 2013**
3. Identification of content areas/ grade levels that need ~~formative~~ **nine week common** assessments developed. Pacing Charts will be created and teachers/principals involved will be notified of the plan to update for grade levels K-2.
4. A data base will be developed listing all professional development sessions that teachers/principals attend and a summary of the session will be included - this data base will also be used as a communication tool for all stakeholders interested in the progress of Race to the Top
5. All 4th - 8th grade teachers will access online value-added learning courses and will complete courses prescribed by the building data teams
6. ~~Document collaboration with local universities on an initiative, such as formative assessments, and provide a summary on what has been the product of the collaboration focusing on college readiness~~ **Document teacher participation in the kick off meeting for the High School/Higher Education Alignment Initiative grant in Columbus on March 16, 2012 as well as follow up meetings at the local level. High School will pilot ACT Quality Core End of Course Exams to gather baseline data for the grant.**
7. Building data teams will have data accessible to teachers through Testing Werks by September of 2011.
8. ~~LEA will have adopted the state IIS and will have attended professional development sessions on learning how to use it.~~ **LEA will complete the IIS GAP analysis tool.**

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]

1. LEA will participate in acceptance testing of **piloting** the state provided IIS
2. LEA will participate in professional development on the state provided IIS to learn how to use it by June, 2013.
3. Teachers will participate in PD sessions on the use of Formative Assessments - this could be face to face as well as online modules
4. Teachers will be developing common assessments that align with the new content standards
5. Teachers and principals and other administrators will attend professional development opportunities to become familiar with the new state assessments
6. ~~Teachers will work to implement an effective formative assessment system—this could be done in collaboration with the districts in our county (Stark) as well as with the state.~~ **Teachers will use the guidance document provided by ODE to design and evaluate formative instruction.**
7. ~~Implement, with participation by the local university, whatever product was developed through joint collaboration efforts, that will improve college readiness of our students—~~ **LEA will continue to participate in the High School Higher Ed Alignment initiative with high school math and ELA teachers representing our district. The goal of the county group will be to align high school math and ELA course expectations with higher education placement expectations.**
8. Teachers (4th - 8th grade) and principals will continue to access online value-added training and will use their value-added training to target instruction

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

1. LEA will have participated in acceptance testing **piloting** of the IIS ~~as well as personnel will have attended professional development sessions to learn how to use it by June, 2013.~~
2. A data base will be created and updated of PD sessions in which teachers and principals participate - this data base would include PD sessions on formative assessments as well as on the new state assessments
3. Common (nine week) assessments will be collected and put online for easy teacher access.
4. Any formative assessments being used in our buildings will be ~~placed online for easy access~~ **evaluated and shared with others as appropriate.** ~~A data base will be created in which all formative assessments will be listed with a summary of content level covered and grade level of use~~
5. ~~College professors will be well acquainted with our school and will be in our classrooms helping to prepare our students for college such as a high school teacher preparation course. Any products produced by this collaboration will be posted online.~~ **LEA representatives to the High School Higher Ed Alignment initiative will participate in all activities recommended by the grant. Documentation of meeting attendance and minutes will be collected.**
6. By June of 2013, 4th - 8th grade reading and math teachers will access and use the value-added information and will continue with training. Other staff will complete online value-added training. These trainings will be documented.
7. Teachers/administrators who attend PD sessions on the new state assessments will write summaries of the meetings to share with the entire staff. These summaries will be posted on the RttT website for each access.

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]

1. All teachers will use the state provided Instructional Improvement System at the classroom level and will continue to deepen their understanding of using data to drive instruction; building data teams will help with this process
2. The principals and building data teams will assess the use of the state IIS to make sure all teachers are using it correctly and confidently.
3. All **appropriate content-specific** teachers will have completed face-to-face and online professional development modules on content-specific formative assessment.
4. The formative assessment system which is either developed by the state, our county or by our own teachers will be aligned to the new content standards and will be implemented into our district at all appropriate levels. This is a transition year between the old and new standards and some of the formative assessments may not yet be appropriate if they deal with the new standards.
5. Teachers and administrators will attend and participate in professional development opportunities that concern the implementation of the new state assessments.
6. Teachers and administrators will continue to access online value-added trainings
7. ~~Collaboration with local colleges will continue and be more imbedded into the practice of our buildings. Teachers and professors will be at ease with working with each other.~~ **LEA will continue to participate in the High School Higher Ed Alignment initiative with high school math and ELA teachers representing our district. The goal of the county group will be to align high school math and ELA course expectations with higher education placement expectations. A further goal for the final year of this grant is to align teacher preparation programs to match Ohio's Common Core State Standards.**

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

1. The state Instructional Improvement System will be used by teachers beyond just the core teachers. Data will be gathered and detailed in a yearly report as to the use of this system; this will be done by the building data teams by spring of 2014.
2. A data base will be created by the curriculum director that documents all the professional development in which teachers and administrators participate - this includes content-specific formative assessments, the new state assessments and value-added.
3. All formative assessments that are used will be well documented and the data gleaned will be examined and analyzed. Reports will be written with a summary of findings. Building data teams will assist with this process.
4. ~~Each year a summary will be given on the collaboration with the local university and our buildings. This will be "news-worthy" and will be reported in our local newspaper, promoted on our home website, and will be obvious in our buildings through the presence of college personnel.~~

LEA representatives to the High School Higher Ed Alignment initiative will participate in all activities recommended by the grant. Documentation of meeting attendance and minutes will be collected.

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)

1. Student Growth: Our goal is that our teachers will receive explicit training in the use of value-added reports. Those core teachers 4th - 8th grade in reading and math will receive reports yearly on the growth of their students and will be given time to examine and analyze those reports to improve their own instruction.
2. Student Growth: We will work throughout this four year period to identify measures of student growth in the content areas that do not receive value-added reports and implement growth measures in teacher and principal evaluations.
3. Evaluation Systems: We have implemented in 2010-2011 our new teacher evaluation system based upon Ohio's Teaching Standards. We will need to identify and then add the growth component to this system.
4. Evaluation Systems: We need to develop and implement a new principal evaluation system based upon Ohio's Standards.
5. Equitable Distribution of Teachers: Ours is a relatively small district (2500 students) so our goal is to make sure we have placed a teacher in a position where they can best perform and that is monitored yearly.
6. Equitable Distribution of Teachers: Our goal, to recruit the best teachers, is to post jobs early (spring) and to use our contacts with our local universities to interview the most qualified teachers. We also observe them teach a lesson in an appropriate classroom.
6. Effective Support: We are already committed to the residency program. We have approximately 13 ODE trained teacher mentors to work with our new teachers. We will continue to support this program in its entirety.
7. Effective Support: Our goal is to design professional development as recommended by the state's PD standards.

Key Personnel:

Curriculum Director
Building Principals
Lead Mentor
County mentor consultants
Stark County Educational Service Center consultants
Teachers

Budget:

Trainings for new mentors (\$170 each) and one day refresher courses for already trained mentors (\$85.00) and substitutes for teachers working on the new principal evaluation system Budget: \$3749.72

**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

1. 2009-2010 value-added reports will be shared and explained to teachers and principals by the curriculum director who has been trained on the use of value-added data. These reports are only at grades 4 - 8 in math and reading.
2. If teacher-student linkage tools are available this year, they will be shared and utilized with teachers.
3. Administrators and teachers will attend PD sessions, if available, on the teacher-student linkage tools
4. As teachers meet to become familiar with the new standards, there will also be discussion on how growth can be measured for grades and subjects that do not receive value-added reports as well as suggestions for other growth measures to supplement the value-added reports.

Evaluation Systems

1. Principals will use our new teacher evaluation system - aligned to the state standards - this year. The transformation team - which was the team that created this evaluation system - will participate in training to use the gap analysis tools to determine how our new system aligns to state models. This will be completed by June, 2011
2. A district team will be established to create a new principal evaluation system - this could be in conjunction with our county as well. We will attend training provided by ODE on the principal evaluation model. This goal will be continued in 2011-12.
3. As a district we will take advantage of any information that is available from ODE on their model evaluation system - we will be happy to take advantage of the standards-based observation tool that is to be created in 2010-2011
4. Principals are asking teachers to do a self-assessment on the teaching standards as part of their observation - we are willing to field test ODE's self-assessment and goal setting process
5. We will take advantage of any trainings being offered by ODE on the development of these evaluations for teachers and principals. We feel we are ahead of the game with our teachers evaluation tool, but, of course, need to figure out the growth component.

Equitable Distribution of Effective Teachers and Principals

1. When we have hard to fill openings (such as in math and science) - we talk to our local teaching institutions to send their candidates to us and we will have building leaders attend local college fairs. We interview early in the spring - as soon as we know that we have an opening - and we ask candidates to teach a lesson in front of a classroom of students.

2. We will use the Teacher Exit Survey tool provided by ODE to interview teachers if they do choose to leave our district.
3. We will use the resource guide on Managing Educator Talent provided to us as it becomes available.
4. We will also utilize the Teacher/Principal Distribution Data Analysis tool provided by ODE to make sure that our district is equitable.
5. The curriculum director will be responsible for ~~accessing~~ **assessing** current hiring practices and analyzing information gathered from above resources.

Effective Support to Teachers and Principals

1. We completely support the new Resident Educator program - we have trained approximately 13 mentors already and will train more as needed.
2. We will assess all our professional development opportunities to see that they meet the professional development guidelines established by the state.
3. We will develop a professional development plan to support all our RttT initiatives

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

1. All 4th through 8th grade reading and math teachers will receive the value-added reports for their classes in the fall of 2010. Meetings will be held during the teachers' collaboration times - sign in sheets and meeting minutes will be saved from all the meetings.
2. Suggestions will be gathered from all our meetings with teachers and principals on other ways to measure growth for the areas without value-added reports. We will continue to collect ideas for measuring growth into 2011-12.
3. Suggestions will be gathered from all our meetings with teachers and principals on other ways to measure growth to supplement the areas in which there are value-added reports and a field test document will be created by the curriculum director.
4. A new principal evaluation system will be completed by the fall of 2011. This did NOT happen and will occur in 2011-12
5. A professional development plan will be created that addresses all the RttT initiatives. This plan will meet the state's professional development guidelines.
6. We will have Teachers and/or Administrators attend ODE trainings that are available this year on growth, the resident educator program, teacher linkage reports for value-added etc. Attendance will be documented with meeting summaries created. These summaries will be posted on

the district RttT website to inform all stakeholders.

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

1. Teachers will continue to be trained on the use of value-added data and will attend professional development training sessions.
2. Teacher-student linkage tools will be utilized to ensure the accuracy and quality of value-added data as they become available from the state.
3. Teachers will receive annual value-added reports in the tested grades by fall of 2011 - these results will help inform professional development.
4. We will identify measures of growth for other subjects and grade levels that do not have standardized tests through out 2011-12. **This was not done. We will work on identifying measures of growth in 2012-13.**
5. We will identify and field test other measures of growth to supplement the value-added data gathered from the standardized tests **This was not done. We will work on identifying measures of growth in 2012-13.**

Evaluation Systems

1. Train principals on the use of the new principal evaluation system. **The assistant superintendent attended county-wide meetings on the new Principal Evaluation system throughout 2011-12.**
2. Develop growth components to be used with the teacher evaluation system. Some measures will be in place by June of 2012. **This was not done. We will work on identifying measures of growth in 2012-13.**
3. Develop professional development offerings to address emerging needs from the evaluation systems - the professional development plan will be aligned to the highly qualified professional development standards as presented by ODE.
4. Review and update the process and requirements necessary to remove an ineffective teacher
5. Report to ODE the status of the teacher and principal evaluation systems and their alignment to state and federal criteria **We were not asked to do this.**

Equitable Distribution of Effective Teachers and Principals

1. We will collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices
2. If we have openings in 6-12 math or science classrooms which, if any, could be areas that might be hard to staff, we would contact our local colleges first and attend their college fairs by May of 2012. We would be in conversation with our higher ed partners about possible teacher prospects. We will establish a staffing committee chaired by the HS principal and other administrators as appropriate to the position.
3. It is the curriculum director's/**assistant superintendent's** responsibility, along with building principals, to analyze data gathered, make contacts with local higher ed personnel and establish the interview questions and procedures for the interview process.

Effective Support to Teachers and Principals

1. Fully implement the new Teacher Residency program for all new teachers
2. We will send lead teachers and mentors to the required Instructional Mentoring training program and credentialing provided by the state.
3. Professional development opportunities will be evaluated using the state professional development standards
4. There will be a comprehensive professional development plan in place to support our Race to the Top initiatives.

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

1. All teachers in reading and math 4th - 8th grade will receive value-added reports at the teacher-student level and training on the use of those reports. Meetings will be documented with sign-in sheets and summaries. This will happen in the fall of 2011.
2. We will identify growth components to supplement value-added data and will work to identify growth measures for subject and content areas that do not have supplemental tests. **This was not done. We will work on identifying measures of growth in 2012-13.**
3. New principal evaluation system will be developed by spring of 2012 and principals will receive training on this system. This training will be documented with sign in sheets and meeting minutes. **This was not done. We will work on this evaluation system in 2012-13**
4. An exit interview will be held if a teacher leaves the district to go to another district.
5. The Resident Educator program will be fully implemented. The curriculum director/**assistant superintendent** will maintain all records of meetings and trainings

6. A comprehensive professional development program will be in place that aligns with state PD standards and will be published on the Race to the Top website.

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

1. ~~By fall of 2012, all teachers (who receive value-added data) will have received training on the use of value-added data and use teacher-student linkage tools to ensure the accuracy of value-added data.~~ **and will receive additional professional development on the interpretation of the teacher-level value added reports that they will receive in September.**
2. Use the value-added reports to inform professional development to improve achievement
3. ~~By spring of 2013, identified measures of student growth (such as growth in literacy levels, grade gains on supplemental tests, end of year exams or checklists and performance based assessments) will be assessed as to their usefulness and corroboration of already published value-added data.~~ **By the spring of 2013, the district will identify student growth measures.**
4. ~~Implement the growth measures that were identified in 2011-12 for the subject and content areas that do not have standardized tests. We will gather this data and include this in the software program called Testing Werks so that it is easily accessible to teachers and principals.~~ **This will occur in 2013-14**

Evaluation Systems

1. ~~Continue training~~ **Train** both teachers and principals on the new evaluation systems and make necessary adjustments to the systems so that they are firmly implemented in 2013-2014.
2. Report to ODE how the evaluation systems align to state and federal criteria.

3. Learn about the federal requirement to report aggregated effectiveness ratings for teachers to the state and then provide that data to the state
4. Develop a plan for granting tenure based upon evaluation results and using the new 7-year time frame for tenure (if tenure even exists any more).
5. Implement a plan (or possibly the legislature's mandated plan) to remove persistently low-performing teachers and principals
6. Develop professional development programs that address needs that are revealed from the evaluation process - the professional development plan will be aligned to the highly qualified professional development standards as presented by ODE.
7. Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities.

Equitable Distribution of Effective Teachers and Principals

1. Curriculum director/**Assistant Superintendent** will continue to monitor data gathered from exit surveys and from building needs and will contact local higher ed individuals when positions come open that could be difficult to fill.
2. Curriculum director/**Assistant Superintendent** and/or building principals will attend college fairs to interview perspective teacher candidates.
3. Interview process will be evaluated each year to see if changes need to be made to obtain the quality teachers needed. The curriculum director/ **Assistant Superintendent** will be the facilitator of this process.

Effective Support to Teachers and Principals

1. The Resident Educator program will be fully implemented for new teachers. Lead teachers and mentors in the Resident Educator program will be given the opportunity to critique the program as well as receive feedback on their performance.
2. Professional development will be planned based upon the results from teacher evaluations and using the state professional development standards.
3. We will review the professional development plan and modify it based upon student data as well as teacher evaluation data.

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

1. ~~Develop a check list by fall of 2012 that documents that teachers have received training on value-added reports.~~ **The monthly Progress Monitoring Tool mandated by the state Race to the Top will be used rather than a different check list.**

2. Document within the teacher evaluation system the implementation of student growth measures for teachers in subjects or grade levels that do not have statewide tests K—8. **Student growth measures will be implemented in 2013-2014.**
3. A final evaluation and summary will be developed outlining the effectiveness of the other growth measures identified to supplement the value-added data. **Student growth measures will be implemented in 2013-2014.**
3. Reports will be sent to the state on the alignment of the evaluation systems—these reports will be documented, saved and posted on the district website. **New principal and teacher evaluation systems will be in place for the 2013-14 school year.**
4. **In 2013-14**, the report will be sent to the state on the aggregated effectiveness ratings for teachers. We will document and save these reports.
5. Professional development plan will be documented and in place reflecting student needs data and teacher needs data. This plan will be published on the Race to the Top website. The professional development plan will be aligned to the highly qualified professional development standards as presented by ODE.
6. The Resident Educator program will be in place with the outlined meetings and expectations published at the beginning of the school year.
7. Exit interviews will be held with teachers leaving the district.
8. A plan for granting tenure will be developed based upon evaluation results and the new 7-year time frame if this is appropriate. **A plan for granting tenure will be developed in 2013-14**

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

1. All teachers who receive value-added reports will have participated in professional development on the use of value-added data by the spring of 2014. Meetings will be documented, sign in sheets available and summaries written.

2. Teacher-student linkage tools will have been used to ensure the accuracy and quality of value-added data
3. Value-added reports will be used to plan professional development to improve performance
4. Other identified measures of student growth will be refined and used to supplement the published value-added data.

Evaluation Systems

1. The new evaluation systems will be ~~firmly in place~~ **implemented** and used to conduct annual evaluations of teachers and principals.
2. Professional development will be provided to continue to train staff on the new evaluation systems.
3. We will provide aggregated effectiveness ratings for teachers to the state as required by the US DOE.
4. Professional development will be provided based upon the needs that emerge from the evaluation systems.
5. We will ~~begin to implement~~ **develop** the plan for tenure review based upon the evaluation results and the new seven-year time frame - if this is appropriate.
6. We will continue to implement the plan to remove persistently low performing teachers and principals.
7. We will provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities

Equitable Distribution of Effective Teachers and Principals

1. District will have established relationships with local higher ed personnel so that there is a clear communication system in terms of teacher candidates filling needed positions.
2. District personnel will attend college fairs in order to interview candidates for difficult to fill positions such as math and science or specialty areas like music and art.
3. The interview process will be well documented and used by all building principals.

Effective Support to Teachers and Principals

1. We will assess our implementation of the Resident Educator program and make changes as needed

2. We will continue to train additional lead teachers and mentors as needed for the Resident Educator program
3. Professional development will continue to be developed based upon student data and the results of teacher evaluations. The PD will be aligned to the state professional development standards.

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

1. By December of 2013, value-added trainings and report roll-outs will be documented, meeting minutes collected along with sign - in sheets for all teachers receiving **professional development explaining the** state value-added reports.
2. Growth measures that have been identified for grades and subjects that do not receive value-added reports will be implemented into the teacher and principal evaluations by the spring of 2014.
3. An outline of the yearly professional development plan will be created and aligned to the PD state standards. It will be based upon needs that emerge from evaluations and student data. This plan will be published and placed on the Race to the Top website.
4. The report will be sent to the state on the aggregated effectiveness ratings for the teachers - document and save this report.
5. Annual evaluations will be given on all teachers - these evaluations will be collected and maintained in the superintendent's office
6. Annual evaluations will be given on all principals - these evaluations will be collected and maintained in the superintendent's office
7. A documented tenure plan will be published on the Race to the Top website in line with the new seven-year frame work as appropriate
8. The Resident Educator program will be in place and all meetings and expectations will be published at the beginning of the year and placed on the Race to the Top website. New mentors will be trained as needed.
9. We will use the tools provided by the state - the resource guide on Managing Educator Talent, the Teacher Exit Survey tool and the Teacher/Principal Distribution Data Analysis tool to monitor that our schools are truly equitably staffed.
10. Hiring process - including interview questions and teaching a model lesson requirement - will be used by all building principles for all advertised positions and will be well documented for all principals.

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:

Key Personnel:

Budget:

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]

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

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]

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

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]

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

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]

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