LEA Scope of Work

LEA Name:	Southern Local School District
LEA IRN:	048538
LEA Contact:	Tony Deem, Superintendent; Jenny Manuel, SLEA

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 theTop 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.rttt.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 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?

Our LEA at the Southern Local School District (SLSD) will be different in the fact it will be better prepared in becoming a first-class school for 21st Century Learning Skills where students, staff, and administration are all operating under the same unique umbrella. Most of all, we wish to maintain and build upon the success that our system has collectively built over the past several years. Ultimately, we desire to produce a cohesive environment that is united among staff, administration, parents, and community to better serve our students.

Through our efforts we hope to Increase High School Graduation Rates, Reduce Performance Gaps among children, Maintain Past Academic successes, Reduce the gap between our school and best-performing schools, exit students at Graduation that are College-Ready or Career Ready, Improve ACT scores, and more than double the increase in college enrollment for our graduating seniors.

Specifically, both teaching staff and administrative staff will adopt an evaluation tool that fits our school's personality and allows teacher and administrative growth to better prepare our students for 21st Century Learning Skills. Through identifying weaknesses and strengths we will have a staff that is more comprehensively focused on intense student learning; and through various trainings be able to better understand our students and ourselves professionally.

In examining the evaluation piece for teachers and administrators we hope to see an administration and staff united in better serving our students. The evaluation piece adopted at SLSD will allow all stakeholders to see the purpose for the evaluation piece—a tool that will be a formative too to improve teachers, administrators, and ultimately student growth.

In developing formative assessment tool, SLSD hopes to develop/utilize an assessment tool that better prepares a teacher and Administrator for the challenges of his job—developing an assessment tool that does not rank areas 1-5 for superficial scoring determinations. As great teachers and leaders, our goal is to have a better understanding of the comprehensive evaluation system which is based upon one of the measures that includes student growth and the teacher-student linkage tool. Teachers should understand the premise of value added data and how it applies to the evaluation.

The administration is aware that teachers must be aware of and receive PD in the complete operation, focus, and intent of the new evaluation piece. With 100 percent of staff receiving PD in this area and in the understanding of the data, teachers will have in–house resources for supports and the ability to gain information about the process. Staff is also welcome to attend RttT meetings as the team develops and refines its plan. In

educating the staff, the SLSD goal is acceptance and that teachers look at the formative assessment trend from a different, informed perspective.

In adopting an evaluation tool, how it will be accepted is a potential barrier, however, a systematic professional development of the four years of RttT should alleviate any anxiety or doubt about the direction the SLSD RttT team intends to follow. Not only will extensive professional development be implemented on the evaluation tool, but also on aligning the new standards to assessments, and the new assessments and formative assessment to achieve our district's goals.

Another and most important outcome of using the RttT strategies is that our staff will become more strategic in using 'data which matters most' and how to use that data effectively. SLSD will train staff on how to use the data as a tool to improve teacher effectiveness and continue to improve student learning. The data analysis is intended to improve what we do from Pre-K through 12th grade, with emphasis on stepping up the intensity of Pre-K systems.

The focus of our plan is to improve student performance. The RttT will produce a systemic change to increase student performance on standardized tests, scores on the ACT, and course exit-exams to better prepare our students for Career Readiness and College Readiness. The premise of the data analysis and understanding of that data is to increase student growth, increase communication with higher education facilities, and prepare a student that has a better understanding of what is expected of him upon graduation.

The team emphasizes the need to improve Tech Prep programs and to increase the number of students that are Career ready and College Ready upon High School exit. The LEA will review course curriculum to address alignment with opportunities to increase STEM participation and performance.

Another goal of the SLSD team is to utilize existing resources in the SST's and ESC to provide high quality professional development and develop a plan for sustainability beyond the scope of the RttT. SLSD plans to revise local curricula to align with new standards in English Language Arts, mathematics, science, and social studies; expand PD on curriculum supports and PD on instructional resources developed by the state through regional peer review processes; and ensure that all Kindergarten teachers participate in training on the administration of the expanded Kindergarten Readiness Assessment (E-KRAL).

Another difference upon exit of the four-year RttT cycle will be to support and embed the process of formative instruction practices, including the use of formative assessments in every classroom through professional learning with other LEA's, utilizing coaches, face-to-face training and on line courses. SLSD will continue to implement formative assessment programs that ensure that our system provides opportunities for students to track their own progress; and that the district becomes a sustainable, collaborative unit, that emphasizes a total learning community.

SLSD will be more effective, more resourceful, more focused and with the building of a new High School will move to that building as a team. In Conclusion the SLSD team hopes to achieve its underlying goals to ultimately help our students achieve success in learning readiness-skills for use

after high school, and learn life-long learning skills that enable students to be successful in life.

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

We plan to align new standards to assessments and provide our staff extensive professional development on the new content standards and formative assessments to achieve our districts goals.

Using Data to Improve Instruction

Overall we need to become more strategic on the data which matters most and how to use it effectively. We will need training on how to use the data as a tool to improve teacher effectiveness and continue to improve student performance.

Great Teachers and Leaders

Understanding of the comprehensive evaluation system which is based on one of the measures that include student growth. Teachers should understand the premise of value added data and how it applies to the evaluation.

Turning Around the Lowest-Achieving Schools

The district is not required to complete this section because of its current excellent rating.

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?

Utilize existing resources in the SST's and ESC to provide high quality professional development.

The transition team will provide monthly updates to the local board of education through powerpoint presentations and communicate to

stakeholders through monthly newsletters, and the development of a section dedicated on the school district's website. Information will be provided at PTO meetings, booster meetings, and during conferencing to engage each member of the stakeholder group to communicate that the district is complying with RttT commitments.

Risks:
Identifying what risk factors are and sustainability beyond the four-year funding period.
Dip in performance from implementation of the new initiatives. The district will monitor student success through short cycle assessments, mid-term reports, DIBELS, and provide instruction supports in the form of coaches, curriculum supervisors, and principals to help mitigate the risk of a performance dip.
Buy in from staff and teachers. BLT's/DLT's through the communication plan will help clarify direction, and implementation strategies to all staff. Support will be provided through profession development and outside experts to help communicate fidelity.

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:

The transformation team will be formed with at least 50% teachers and be actively involved leading the ongoing plan of implementation over the next four years.

SLSD will develop a strategy of transparent communication an provide updates to the local board of education.

Key Personnel: [List Transformation Team members and roles]

From the Administrative staff: Superintendent Tony Deem, HS Principal Daniel Otto; ES Principal Kent Wolfe; Administrative Assistant Scott Wolfe.
From the Union/teaching Staff: SLEA President,Jenny Manuel, Teacher; Intervention Specialist, Martie Rose, teacher; HS teachers, Ann Ohlinger; and Elem Teachers Missy VanMeter, Richard Cooksey, and Beth Bay.

Budget:

The total dollar amount is $62,055.

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]

The transformation team will meet regularly to complete the final scope of work and establish procedures and protocol for ongoing monitoring.
SLSD will launch a comprehensive communication plan to explore why changes in schooling are needed. Primary communication vehicle will be the school website and bi-monthly newsletter. the website is www.southernlocalmeigs.org
 The transformation team will provide monthly reports to the local BOE.
Develop a plan to review teacher quality by the end of the school year, and Review data and analyze results of the district plan, make suggestions improvement, and guide the spending of PD RttT funds.

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

By Nov. 1 2010 our transformation team will be formed with the required composition.
By March 1, 2011 the content will be posted on the SLSD web site and informational meetings with staff will be held.
By the end of the 2010-11 school year a written communication plan will be available for review.
Progress monitoring will show that 75 percent of the action steps are being met.
By the end of the 2011 school year the DLT will develop a four year plan to address student achievement and teacher quality.

The DLT will review data and analyze results of the district plan, make suggestions for improvement, and guide the spending of PD RttT funds in 2012,-13, and -14.

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:

SLSD will see that all staff will participate in alignment of the new standards to identify goals and targets, and then align all assessments, formative assessments, curriculum maps, pacing guides, and short cycle assessments.

Align high school core courses to ACT standards, ACT explore, align HS curriculum to ACT standards through the use of the new state standards, and planning.

Implement a comprehensive form of instruction across the curriculum using formative assessments, and the use of multiple data sources

Increase the rigor of STEM curricula, connect PD to STEM highly effective practices, and expand student access to STEM.

Key Personnel:

All stakeholders

Budget:

The total budget amount is $56,646. Supply justification: Supplies for formative assessments, short cycle assessment, KRAL, DRA(Developmental Reading Assessment), materials for baseline data and confirmation of standards-based planning for each year of the grant. Communication to parents to providing copies of standards and assessments to be utilized.

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 ODE sponsored awareness and professional development sessions on standards and models.

HS staff will explore ACT tools to prepare course alignment to college readiness standards.

Participate in ESC and SST professional development opportunities to make information available to all staff.

Review course curriculum to address alignment with opportunities to increase STEM participation and performance.

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

By May 2011 all staff participate in building level meetings that include information about the new standards

By June 30, 2011 develop a strategy and timeline for completion of the alignment process.

By May 2011 All HS teachers involved with first round of end of course exams, participate in awareness sessions with ACT / QC tools.

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]

Participate on PD opportunities on performance based and formative based assessments.

HS core teachers will continue to work with ACT/QC tools and collaborate with higher education faculty in their content area to study first-year end

of course data to enhance curriculum development.
If selected by ODE to participate in field testing of KRAL
Consider participating in pilots of formative assessments and performance based assessments
Identify and share transformational practices that increase student achievement in STEM areas.
Participate in Crosswalk activities in Language Arts, Mathematics, Science and Social Studies.

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

By May 2012 the SLSD LEA will review gaps in curriculum gap analysis
By May 2012 all staff will participate on tiered PD sessions regarding formative instructional practices which include formative and performance based assessments.
By May 2012 the administration will attend PD sessions on crosswalk activities.

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]

Share progress on aligning curriculum learning targets with all staff.
Continue to align HS courses with career and college career -ready levels through the us e of ACT end of course exams and QC tools
Continue to participate in PD opportunities on formative assessments and online training for new state assessments
HS core teachers will continue to work with ACT QC tools and higher education faculty in their content area to study end of course data to enhance curriculum development
Ensure all kindergarten teachers participate in training on the E-KRAL assessment .
Continue to identify and share transformational practices that increase student achievement in STEM areas.
Use learning from PD on new state assessments to develop and align learning targets and formative assessments

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

By June 2013, 50 % or more of the curricula align with state standards and have associated learning goals and targets

By January 2012, our staff will participate in sessions to share any formative assessments designed to align with new state standards

By June 2013, 100% of our kindergarten teachers will participate in training on the new version of the state's E-KRAL.

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]

Finalize revisions to all local curricula to assure alignment with new standards and the identification of learning targets

Communicate learning targets to stake holders

Continue to develop and refine formative/performance based assessments that align with new curriculum targets and participate with PD from ODE on new assessments.

Identify and share transformational practices that increase student achievement in STEM areas.

Participate in training on online testing

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

By April 2014 100% of the curricula and course planning will be aligned to the new standards.

By May 2014 100% of staff impacted by new state online test will complete training sessions.

By June 2014 communications to parents and stakeholders are created and available via print and webpage

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:

Develop and implement a plan to continually grow an all inclusive classroom-level, data-driven, team-based, culture, of using data to improve instruction using ODE's IIS and integreated use of current systems (Ohio's student success portal, FOCUS IMM tool and decision framework.) This will also encourage the development and utilization of new tools, including curriculum/assessment support.
Implement a teacher level value added set of data and tools, including ACT end-of-course exam.
To develop a coaching system that includes teacher and administrative leaders in every building, as well as ESC's and SST's to provide ongoing training and support at the classroom, building, and district levels.

Key Personnel:

All building administrators, curriculum coordinator, math coach, literacy coach, and grade level leaders.

Budget:

The total budget amount is $31,438.

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]

Participate in LEA work and training sessions to become familiar with and use available data tools/systems
· Facilitate the integration of data tools/systems with state IIS systems in building a culture that uses a continuum of assessment data including value-added and rmative assessments on a frequent, ongoing basis
· Develop an LEA-level team to evaluate current LEA data tools/systems utilizing the evaluation tool provided by ODE to identify current use, alignment of systems and needs for future system development
· Participate in ODE professional development sessions regarding ODE's IIS for curriculum and formative assessment support in order to prepare for integration with other LEA systems and for roll out in the classroom
· Participate in professional development provided by ODE, ESCs and SSTs to develop staff understanding and use of value-added data and the implementation of formative instructional practices, including the use of toolkits, online courses and the development of building/LEA teacher and principal coaches who will work with LEA coaches to provide ongoing, job-embedded support
· Implement teacher-student linkage tool to ensure the accuracy and transparency of value-added data
· Cooperate with research/evaluation projects as requested
· Consider participation in sessions to assist ODE in establishing system requirements for an IIS that meets RttT criteria and share this information with researchers as requested.

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

• By June 2011, participate in training on data tools/system and work sessions to discuss the alignment and use of current systems in LEAs
• By June 2011, complete review of our current data/assessment systems using the tool provided by ODE
• By June 2011, successfully complete the teacher-student linkage process in tested grades

• By June 2011, identify a plan for creating time to work on building a culture of data use by providing time on an ongoing basis to understand and analyze value-added and create teams that participate in ongoing inquiry using formative feedback to inform improvement
• By July 2011, 25 percent of our teachers participate in face-to-face professional development regarding value-added and formative instruction practices
• By July 2011, 75 percent of our teachers will log into online value-added professional development system
• By July 2011, identify at least one teacher per building who will receive training on being data/formative instruction coaches and leadership teams will have completed training in leading value-added and formative instruction

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 various professional development related to analyzing and using teacher level value-added data, ACT QC Tools, various IIS systems and formative instruction practices
• Continue to develop the expertise of teacher/building/LEA leaders in using data to support the ongoing implementation and job-embedded use of data-driven inquiry for improvement of student learning
• Participate in professional development and learning sessions provided by ODE and ESCs regarding integrating the use of state generated, subject-specific content and formative assessments and how to access and maximize the use of multiple IIS systems to inform improving learning at the classroom level
• Evaluate existing strengths and areas for growth in current formative assessment programs and learn from best practices across the LEA to continually evolve and strengthen formative assessment practices to accelerate student growth
• Consider participation in pilots of formative assessments
Share results and data with researchers as requested

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

• By May 2012, building/LEA coaches complete in-depth training using value-added and other data, using the ACT QC tools and IIS systems, implementing.formative instruction practices and leading collaborative change in a culture of continuous,inquiry to improve student learning
• By October 2011, teachers in grades 3-8 in reading, math, science and social students and in,some high school end-of-course subjects have teacher-level value-added reports
• By December 2011, our teachers complete introductory value-added,professional development, including data tools/system and its integration,with existing systems and an introduction to Success Portal
• By December 2011, 75 percent of our high school core teachers working with the ACT end-of course exams participate in training in the ACT QC tools, the analysis of end-of-course exam data and aligning course expectations to ACT college- and career-readiness content and skills
• By June 2012, 50 percent of our teachers and principals participate in professional development in formative assessment and instruction practices, including the sharing of best practices across the LEA
• By June 2012, use results of evaluation of our current formative instruction practices and share data with staff to help refine assessments. Continue to share results with researchers and continue to be available to participate in pilot projects.

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]

 • Continue to develop the expertise of our LEA/building coaches to lead professional learning and the ongoing implementation of the use of multiple data sources, the use of IIS systems and creating classrooms that utilize formative instruction practices
• Use results of the evaluation to implement strategies to continuously improve and expand formative instruction practices and the use of the IIS system at the classroom level
• Support the process to embed formative instruction practices, including the use of formative assessments in every classroom through professional learning with other LEAs, utilizing coaches, face-to-face training and online courses
• Participate in ODE face-to-face and online professional development modules that focus on content-specific formative assessments, state-provided curriculum supports and the state's new IIS system and share ideas for alignment and implementation with other LEAs

- Continue to evaluate the implementation of the formative assessment program and ensure that the system provides opportunities for students to track their own progress
- Participate in professional development on new state assessments

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

- By June of 2013, higher percentage of students reach the college-ready ACT score in math and English than in 2010 and higher percentages of students are taking the ACT
- By June 2013, our teachers will participate in professional learning in the use of value-added data and other measures, the use of IIS systems and formative instruction practices to continually inform improving learning
- By June 2013, 70 percent of our teachers giving new state assessments complete training
- By June 2013, participate in professional learning sessions to share, replicate and accelerate best practices using data to improve instruction

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]

- LEA and building coaches will take the lead on providing ongoing training and support to LEA staff.
- Continue implementing and deepening the use of data to drive instruction by assessing levels of understanding and implementation of using value-added data, using the IIS system and implementing formative instruction practices at the classroom level by 100% of staff.
- Facilitate the ongoing use of state curriculum supports, IIS and development and sharing of formative assessment items/tools across the LEA
- Continue to participate in professional development on new state assessments
- Continue discussions around grading policies and make adjustments as necessary with an emphasis on a process that allows students to track their own progress against identified standards

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

- By June 2014, the district will improve/maintain value-added and Ohio performance index scores achieved

• By June of 2014, a higher percentage of students reach the college-ready ACT score in math and English than in 2010 and higher percentages of students are taking the ACT
• By June 2014, teachers giving new state assessments complete training
• By June 2014, implement a strategy for students to track their ongoing progress and conduct at least two staff sessions to discuss and review the findings of the LEA work group on grading practices
100% adoption and use of the state IIS System by classroom teachers.

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)

• Through learning from all LEAs, build a teacher-level value-added culture that uses multiple sources of data to continuously improve teaching and learning and accelerate every student to a college-and career-ready level and pilot innovative measures of student growth in currently nontested areas and share results across the LEA regarding the implementation of new tools and
the improvement of current tools
• Refine other measures of student growth used to supplement value-added data, such as growth in literacy levels, grade gains on supplemental tests and performance-based assessments
• Use student growth and other data as diagnostic tools to inform instruction, decisions about professional development and teacher team inquiry/collaboration for improvement
• Implement comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures, including student growth, that are aligned with the state/federal criteria
• Conduct evaluations annually for teachers and principals and use data and results from evaluations to plan professional development, drive budget development and inform decisions for peer support, leadership assignments, promotion, retention and tenure. Principals and peer review coaches will be proficient in the administration of the evaluation tool as demonstrated by
reliability testing on rubric scoring of evaluators.
• Teachers and principals will engage in professional learning aligned with Ohio professional development standards through access to experts and the opportunity to learn from other LEAs
• Principals and peer coaches will develop a high level of expertise in supporting job-embedded professional learning of teachers through the formative feedback process during evaluation, including providing instructional leadership for goal setting and identifying professional development

• Implement the Teacher Residency Program as required by Ohio House Bill 1

Key Personnel:
All stakeholders

| **Budget:** |
| The total budget amount is $10,500. |

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LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS

</div>

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

SLSD will exam current district and growth practices related to the recent Value Added Data

Attend PD training sessions on the use of Value Added Data

Utilize student-teacher linkage tools, ACT -QC, to ensure the accuracy and quality of value added data

Distribute and use annual value added reports for principals and teachers with tested value added grades

Evaluation Systems

• Participate in professional development regarding various national models for multiple measure evaluation, the considerations in designing multiple measure evaluation and experiences of LEAs participating in the field test of the Ohio Teacher Evaluation System (OTES) and currently implementing Ohio's Principal Evaluation System (OPES)

• Create a collaborative team of teachers and administrators to explore evaluation models and revise(adopt if needed) evaluation systems that include annual evaluations, the use of student growth measures as one of multiple factors and other state/federal criteria

• Participate in ODE professional development regarding Peer Assistance Models and create a process to select and identify a first cohort of peer coaches

Equitable Distribution of Effective Teachers and Principals

SLSD will build a high quality applicant pool by establishing partnerships with teacher education programs and institutions.

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.

Send lead teachers and mentors to required teacher residency program training and credentialling by state-lead trainers

Access current professional development to determine if it meets state PD standards

MEASURE STUDENT GROWTH·
 By June 2011, administer additional tests to provide baseline data
· By June 2011, complete the teacher-student linkage process
By June 2011 will examine current district practices in relation to current value added data and attend PD training on the use of value added data.

 EVALUATION SYSTEMS
By June 2011, SLSD will establish a district team to design a teacher and principal evaluation system that aligns to the state model.
By June 2011, participate in sessions to learn about national innovations and local strategies for recruitment, placement and retention.
By June 2011, our first cohort of coaches/mentors will be identified and complete initial training.

EQUITABLE DISTRIBUTION OF EFFCTIVE PRINCIPALS AND TEACHERS
by the end of the 2010-2011 school year, 75% of SLSD staff will have attended a professional development training session on best in class recruitment and retention strategies and tools.

EFFECTIVE SUPPORT TO TEACHERS AND PRINCIPALS
By fall 2011, implement the Teacher Residency Program.
By June 2012, participate in professional learning and research around highly effective teachers and principals.
By June 2011, our first cohort of coaches/mentors will be identified and complete initial training.

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

· Continue to implement activities (as described in Assurance C) related to teacher-level value added data in grades 3 – 8 and high   school through ACT end-of-course exams, including professional development around value-added, use of ACT QC tools and formative instruction practices

· Continue to implement teacher-student linkage tools to ensure the accuracy and quality of value-added data (as described in Assurance C)

· Participate in sessions to explore, identify and field test student growth measures for teachers for whom value-added is not available (i.e. K-2, foreign language, art, etc.) and report out results

Evaluation Systems

· Implement a model for principal/teacher evaluation that meets state/federal criteria, including student growth and other measures of effectiveness
· Participate in training on the research underpinnings and the use of the new evaluation systems
· Adopt pilot model for PAR for use with other participating LEAs
· PAR reviewers, participants and principals will complete training regarding the implementation of the evaluation tool, multiple measures and the evaluation process, including training to ensure the reliability of scoring with evaluation rubrics
· Implement pilots of new measures of effectiveness that provide additional information for teacher and principal evaluation, such as a student survey, teacher content assessment, teacher working condition survey, etc.

Equitable Distribution of Effective Teachers and Principals

· Continue to participate in professional development regarding transformational practices in recruitment, placement and retention of highly effective teachers/principals
· Participate in partnerships with higher education institutions in the region regarding teacher preparation of highly effective teachers and recruitment

Effective Support to Teachers and Principals

· Work with LEA coaches to build the expertise of LEA and building-level coaches to support implementation and provide ongoing, job-embedded professional learning around research and highly effective instructional practices
· Implement the Ohio Residency Program and continue to participate in training mentors as provided by ODE through ESCs

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

MEASURE STUDENT GRAOWTH
· By June 2012, successfully complete the teacher-student linkage process in tested grades by 75% of the staff
· By the end of the 201-12 school year, 75% of staff will have attended a professional development opportunity on the use of value-added data.
· By the end of the 2011-12 school year, 100% of tested grades will analyze the annual value-added reports to inform the needs and identify areas of performance improvement.

EVALUATION SYSTEM

· By June 2012, have a model for teacher and principal evaluation that meets state and federal criteria, including student growth and multiple measures of effectiveness and will have completed a pilot implementation with staff.
· By June 2012, 100 percent of our staff will participate in professional development regarding changes in evaluation (philosophical, research, national/state policy) and a review of tools being piloted in the LEA
· By June 2012, 100 percent our peer coaches and principals will participate in training on new evaluation tools and the PAR program

EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND PRINCIPALS
· By June 2012, 100% of building principals will attend LEA professional development related to recruitment, placement and retention of effective teachers
· By June 2012, 50% of building principals will attend LEA sessions related to higher education partnerships on teacher preparation, recruitment and retention

EFFECTIVE SUPPORT TO TEACHERS AND PRINCIPALS
· By June 2012, 50% of our LEA will participate in learning sessions, meetings, Web conferences, teacher collaboration, online collaboration, etc.
· By June 2012, 100% of LEA/building coaches will attend training, share information collaboratively with other coaches and successfully complete a training program
· By June 2012, our LEA and building leadership teams will actively engage with coaches to support, champion and implement the work
· By June 2012, fully implemented a residency program for new teachers
· By June 2012, 100 percent of our professional development offerings meet 90 percent or more of Ohio professional development standards criteria

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 sin 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

· Continue to implement activities related to teacher-level value-added data in grades 3 – 8 and high school through ACT end-of-course exams,

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including professional development around value-added, use of ACT QC tools and formative instruction practices
· Continue to implement teacher-student linkage tools to ensure the accuracy and quality of value-added data
· Continue to participate in LEA learning sessions on how to use student growth and other data
as diagnostic tools to inform instruction and inform decisions about professional development
and team inquiry for planning improvement

Evaluation Systems

· Implement evaluation tools that meet state/federal criteria and share progress and lessons learned
· Expand pilot of PAR involving additional staff, if decided.
· Continue to build expertise of PAR coaches and principals in reliable scoring with evaluation tool and using results to connect teachers to research-based, targeted professional learning
· Participate in ongoing professional learning regarding evaluation with multiple measures and new observation tool and PAR through access to experts, research and lessons learned in the other LEAs
· Conduct end-of-year review regarding implementation of various initiatives
· Participate in discussions and form a local team of teachers and principals to review policies and practices related to revising tenure and not renewing teachers persistently rated below effective

Equitable Distribution of Effective Teachers and Principals

· Participate in LEA sessions to share data and review best practices regarding recruitment, retention and placement
· Continue to engage in partnerships with higher education institutions in the region to enhance teacher preparation and recruitment

Effective Support to Teachers and Principals

· Continue to participate in a variety of professional learning opportunities to support the development of highly effective teachers and principals (e.g. leadership teams, distance collaboration sessions, teachers by job assignment, topical offerings, PLC and work groups)
· Work with LEA coaches to build the expertise of LEA and building-level coaches to support implementation and provide ongoing, job-embedded professional learning around research and highly effective instructional practices
· Continue to participate in research around highly effective teachers and principals, as identified through multiple measures of effectiveness, and share best practices
· Continue to create targeted professional learning opportunities for staff that directly address needs identified in value-added data, other multiple measures and evaluation rubrics

· Continue to plan and evaluate all professional development opportunities against Ohio professional development standards and use analysis for continuous improvement of professional development offerings
· Continue to implement the Ohio Residency Program and continue to participate in training mentors as provided by ODE through ESCs

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

MEASURE STUDENT GROWTH
· By June 2013, 90% of classroom teachers will successfully complete the teacher-student linkage process in tested grades
· By June 2013, report on results of pilots related to multiple sources of data on student growth
· By June 2013, report on results of pilots of value-added growth in non-tested areas
· By June 2013, classroom teachers will be able to identify how student growth and other data are used as diagnostic tools/ achievement assessments to guide instruction and decisions about professional development, and used in team inquiry process for continuous improvement

EVALUATION SYSTEMS
  By June 2013, 50% of staff will participate in professional development on the new evaluation model including
teachers who participated in the development/pilot committees and PAR coaches sharing
lessons learned
· By June 2013, 50% of teachers and principals will be evaluated with an evaluation tool
that meets state and federal criteria, including student growth and multiple measures of
effectiveness
· By June 2013, 100% PAR coaches and principals will complete annual training
· By June 2013, SLSD will have implemented at least one tool to add a multiple measure of
teacher effectiveness to the evaluation process
· By June 2013, 100% of staff will participate in professional development regarding
changes in evaluation (philosophical, research, national/state policy) and a review of tools being
piloted.
  By June 2013, complete an end-of-year review of evaluation.
· By June 2013, End of year survey completed with teachers – the majority will agree or strongly agree that they have
information they need to understand the tools/process and have the opportunity to have
questions answered and give feedback

EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND PRINCIPALS
· By June 2013, attend LEA sessions and share local plans related to recruitment, placement and
retention of effective teachers
· By June 2013, implement plans that address local data related to recruitment, equitable

distribution in placement and retention issues

EFFECTIVE SUPPORT TO TEACHERS AND PRINCIPALS
· By June 2013, 100 % of SLSD/building coaches attend training, share information collaboratively
with other coaches and successfully complete a training program
· By June 2013, SLSD and building leadership teams will actively engage with coaches to support,
champion and implement the work
· By June 2013, the majority of our SLSD and building leadership teams will rate assigned coaches as
effective or highly effective
· By June 2013, professional development offerings will meet 90 percent or more
of Ohio professional development standards criteria

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 implement activities related to teacher-level value-added data in grades 3 – 8 and high school through ACT end-of-course exams, including professional development around value-added, use of ACT QC tools and formative instruction
practices.
· Continue to implement teacher-student linkage tools to ensure the accuracy and quality of value-added data.
· Continue to work to identify and field test additional measures of student growth for teachers with value-added that can be used to supplement value-added growth data, such as growth in literacy levels, grade gains on supplemental tests and performance-based
assessments
· Continue to participate in LEA learning sessions on how to use student growth and other data as diagnostic tools to inform instruction and inform decisions about professional development and team inquiry for planning improvement.

Evaluation Systems

· Continue implementation of evaluation tool with multiple measures of effectiveness.

· Implement PAR for all staff and share lessons learned

· Continue training for PAR coaches and principals as necessary to enhance expertise in reliable scoring with evaluation tool and using results to connect teachers to research based, targeted professional learning.

· Conduct end-of-year review regarding implementation of various pilots and report out across the LEA

Equitable Distribution of Effective Teachers and Principals

· Implement plans to address recruitment, equitable distribution/placement and retention, including determining assignment on criteria other than seniority and considering incentives for accepting assignment, such as additional compensation, creation of PLC's, etc.
· Continue to collect and refine data to inform ongoing needs assessments and revise strategies to address placement, recruitment, retention issues
· Participate in LEA sessions to share data and review best practices regarding recruitment, retention and placement
· Continue to engage in partnerships with higher education institutions in the region to enhance teacher preparation and recruitment
· Conduct end-of-year review to determine if selected strategies had desired impact on local issues related to equitable distribution, retention, placement and recruitment, and create new strategies as necessary

Effective Support to Teachers and Principals

· Continue to participate in a variety of professional learning opportunities across to support the development of highly effective teachers and principals (e.g. leadership teams, distance collaboration sessions, teachers by job assignment, topical offerings, PLC and work groups)
· Continue to work with LEA coaches to build the expertise of LEA and building-level coaches to support implementation and provide ongoing, job-embedded professional learning around research and highly effective instructional practices
· Continue to participate in research around highly effective teachers and principals, as identified through multiple measures of effectiveness, and share best practices
· Continue to create targeted professional learning opportunities for staff that directly address needs identified in value-added data, other multiple

measures and evaluation rubrics

· Continue to plan and evaluate all professional development opportunities against Ohio professional development standards and use analysis for continuous improvement of professional development offerings

· Continue to implement the Ohio Residency Program and continue to participate in training mentors as provided by ODE through ESCs

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

MEASURE STUDENT GROWTH

· By June 2014, 100% of teachers are trained on the use of value-added data

· By June 2014, successfully complete teacher-student linkage on an annual basis for all teachers

· By June 2014, the majority of staff at non-tested grade levels or subjects will implement student growth measures.

· By June 2014, create a plan that identifies multiple sources of student growth that will be used
to supplement value-added data and used to track student growth

EVALUATION SYSTEMS

· By June 2014, 100 percent of staff will participate in ongoing professional development on
evaluation model

· By June 2014, 100 percent of our teachers and principals are evaluated with an evaluation tool
that meets state and federal criteria, including student growth and multiple measures of
effectiveness

· By June 2014, fully functioning PAR program exists and will participate in PAR, including
sharing peer coaches

· End of year survey completed with teachers – 80 percent agree or strongly agree that they have
information they need to understand the tools/process and have the opportunity to have
questions answered and give feedback.

EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND PRINCIPALS

· By June 2014 our LEA will have participated in LEA sessions and shared local
plans related to recruitment, placement and retention of effective teachers

· By June 2014, our LEA will have implemented plans to address local needs related to
recruitment, equitable distribution in placement and retention

· By June 2014, our LEA will be connected to a higher education partner and have participated in
the development of a plan for connecting teacher preparation to recruitment and retention of
highly effective teachers

EFFECTIVE SUPPORT TO TEACHERS AND PRINCIPALS
· By June 2014, 100% of LEA/building coaches will have attend training, shared information collaboratively with other coaches and successfully complete a training program
· By June 2014, LEA and building leadership teams will have actively engaged with coaches to support, champion and implement the work
· By June 2014, 85 percent of LEA and building leadership teams rate assigned coaches as effective or highly effective
· By June 2014, 100 percent of our professional development offerings meet 90 percent or more of Ohio professional development standards criteria

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]

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]