

Submit Your Application



LEA Scope of Work

LEA Name:	Barberton City Schools
LEA IRN:	043539
LEA Contact:	Patricia Cleary

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. X

Fifth First:

Ohio's Race to the Top Strategy

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

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

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

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

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

*Directions: This Scope of Work template is available online at www.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: 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?

Barberton is an urban/suburban district with approximately 3700 students, 68% of whom are economically disadvantaged. For the past six years we have been rated Continuous Improvement by the State of Ohio, but we have been showing progress in our performance index scores and value-added scores. The 2010 Local Report Card rated Barberton City Schools an Excellent District, a designation that validated the hard work of our staff, students, parents and community. Our goal is to continue to improve and stay in the Excellent category.

Barberton City Schools are in the process of going from eight buildings to four buildings through the OSFC initiative. Because of this physical change we have the opportunity for cultural change in order to increase student achievement with improved instruction. We have been part of the OIP process as a Cohort 1 district and are now in Stage 4, implementing and monitoring our plan. We have in place DLT, BLTs and TBTs that are committed to data informed decision making and collaboration between administration and staff.

Barberton City Schools will be different in 2014 in the following ways:

Our students will be positively affected by more focused and higher level standards and curriculum. Students will be responsible for their own learning, setting goals for themselves and being ready for college, careers, family and society. As 21st Century learners, students will be able to communicate, collaborate, think critically and be creative problem solvers with the ability to use technology effectively and efficiently.

All teachers will take ownership of student learning through our new evaluation systems (OTES), reflective self-evaluation and peer collaboration. Staff will strive to increase capacity to affect student learning through embedded professional development. More interactions with our community, local universities and other stakeholders will increase our students' career and college readiness. Staff members will align their lessons to the new common core standards, and use formative and summative assessments designed by BCSD and ODE. Data analysis will be used by staff to inform instruction and improve student learning. Our schools plan to be recognized as "Gold Star Schools" by the State Superintendent and as the "District of Choice" in this region by our community.

Administration will continue to support all efforts for student growth and staff professional development. Principals will be evaluated using the new evaluation system (OPES) created by ODE. Administrators will attend PD in curriculum, assessment, and data analysis strategies and will collaborate with all staff members to ensure a safe, personalized, rigorous and relevant environment.

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

- Need time for staff to study new standards, crosswalk documents and model curricula
- Need time for staff to collaborate in order to revise existing curriculum
- Need for embedded PD in order to help teachers integrate the new standards into their daily lessons
- Need for embedded PD in order to help teachers deliver instruction to all learners effectively
- Need for common formative assessments based on the new standards
- Need PD on administration of online state assessments

Using Data to Improve Instruction

- Need time to study data systems
- Need for a comprehensive IIS that will track multiple types of student achievement data in all grades and disciplines
- Need for PD that enables teachers and administrators to use the IIS
- Need for additional embedded PD to help staff analyze data in order to improve instruction and student learning

Great Teachers and Leaders

- Need time to study evaluation systems
- Need more embedded PD on the Value-added metric for teachers and principals
- Need for assessments that will measure student growth in areas not covered by value-added data
- Need PD for mentors for the Teacher Residency Program
- Need PD and collaboration time to discuss and use the Ohio Teacher Evaluation System and the Ohio Principal Evaluation System

Turning Around the Lowest-Achieving Schools

NA

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?

We will use all of our teachers and administrators when making decisions regarding curriculum, assessments, data systems, budgets, and staff evaluations. Particularly DLT and our BLTs will lead discussions regarding RttT initiatives in order to ensure that we stay aligned to the district's OIP. Race to the Top academic coaches will be employed to attend trainings offered by the state and then will provide embedded PD to staff. The district will support teachers and administrators with necessary technology to implement RttT strategies, but we will struggle financially to bring our technology up to the needed capacity. The DLT and RttT team will monitor and evaluate all activities outlined in the Scope of Work with the end goal of increased student achievement for all learners.

Our stakeholders will be engaged and informed about the progress of RttT activities through our DLT and Family and Civic Engagement meetings as well as implementing our Community Connections program, which will bring community members into our classrooms and our students into area businesses.

Change always brings the risk that some stakeholders will be resistant, particularly in regards to linking student growth to teacher and principal evaluations. However, the RttT team feels that as long as we communicate and collaborate in a frank and transparent manner, we can work through conflicts. We all agree that student growth should be the ultimate goal of all educators. The administration pledges to support teachers with mentoring and PD as we commit to increasing accountability for student growth. We will celebrate success as each building reaches its goal of increased student performance with building incentives.

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:

BCSD has created a Race to the Top Team consisting of three teachers (one of whom is the Barberton Education Association president) and three administrators (Curriculum Specialist, Director of Personnel and Assistant Superintendent).

The Race to the Top Team will communicate to stakeholders in the following way:

- Monthly updates at Board of Education meetings
- Scope of Work and updates will be posted on the district website
- Updates will be provided to the DLT, BLTs and Teacher-based teams on a regular basis
- Updates will be submitted to the Barberton Herald, the city's newspaper
- Updates will be shared with teachers and administrators at monthly meetings
- Updates will be shared with PTA members at PTA Council meetings

Key Personnel: [List Transformation Team members and roles]

- Kim Wuescher, high school teacher, president of BEA and DLT member
- Alice Ericksen, special education teacher and inclusion coach and DLT member
- Sandy Chisnell, elementary teacher and DLT member
- Jason Ondrus, Director of Personnel and DLT member
- Elissa Young, Curriculum Specialist and DLT member
- Patricia Cleary, Assistant Superintendent and DLT member

Budget:

N/A

**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]

- BCSD will form a local Race to the Top Transformation Team with at least half of the team members being teachers
- BCSD will ensure that team members provide oversight for local RttT efforts
- BCSD's District Leadership Team will evaluate the work of the team to determine if the team is fulfilling its purpose during years 2, 3 and 4
- DLT and RttT team will develop and implement a comprehensive RttT communication plan
- DLT will communicate to the community progress made toward meeting district RttT commitments
- DLT will 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/designee and union president/designee

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

- By fall, 2010 the BCSD's Race to the Top Transformation Team will be formed
- By December, 2010 a RttT monitoring plan will be created by the DLT
- By December, 2010 a RttT communication plan will be developed by the DLT
- By January, 2011 the RttT team will monitor the RttT activities and report to the DLT
- By January, 2011 the RttT team will fulfill the commitments specified in the communication plan in order to provide transparent and timely communication to all school and community stakeholders
- By June, 2012 the RttT team will continue to monitor the RttT activities and report quarterly to the DLT
- By June, 2012 the RttT team will fulfill the commitments specified in the communication plan in order to provide transparent and timely communication to all school and community stakeholders and will report to the BOE on a monthly basis

- By June, 2013 the RttT team will continue to monitor the RttT activities and report quarterly to the DLT
- By June, 2013 the RttT team will fulfill the commitments specified in the communication plan in order to provide transparent and timely communication to all school and community stakeholders and will report to the BOE on a monthly basis
- By June, 2014 the RttT team will continue to monitor the RttT activities and report quarterly to the DLT
- By June, 2014 the RttT team will fulfill the commitments specified in the communication plan in order to provide transparent and timely communication to all school and community stakeholders and will report to the BOE on a monthly basis

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:

- BCSD will ensure that all certified staff members receive ongoing professional development (2010-2014) on the new academic content standards. On an annual basis (2010-2014), BCSD will ensure that teachers and administrators will be given time to review, compare and discuss the new standards collaboratively.
- By 2014, BCSD will revise existing local curricula in order to align with new state standards.

Key Personnel:

2010-2011

DLT, BLTs,
RttT PD Coaches

2011-2012

DLT, BLTs
RttT PD Coaches

2012-2013

DLT, BLTs
RttT PD Coaches

2013-2014

DLT, BLTs
RttT PD Coaches

Budget:

2010-2011

NA

2011-2012

\$4,000 Professional development expenses, substitutes, mileage, etc. (PD salaries, Purchase Service)
 \$180,000 RttT PD coaches (PD salaries, Purchase Service)
 \$7,000 Supplies/Equipment (Instructional Supplies/Capital Outlay)
 Total - \$191,000 for 2011-2012

2012-2013

\$4,000 Professional development expenses, substitutes, mileage, etc. (PD salaries, Purchase Service)
 \$25,000 RttT PD coaches (PD salaries, Purchase Service)
 \$7,000 Supplies/Equipment (Instructional Supplies/Capital Outlay)
 Total - \$36,00 for 2012-2013

2013-2014

\$2,000 Professional development expenses, substitutes, mileage, etc. (PD salaries, Purchase Service)
 \$25,000 RttT PD coaches (PD salaries, Purchase Service)
 \$7,000 Supplies/Equipment (Instructional Supplies/Capital Outlay)
 Total - \$34,000 for 2013-2014

Total for Assurance B – \$261,000

**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]

BCSD administrators will communicate each month with all staff via face-to-face meetings, emails or district website to share information on new standards, such as: ODE web link to new standards, professional development opportunities and available resources.

BCSD teachers and principals will become familiar with the new standards in English language arts, mathematics, science and social studies. Grade level and/or department level teacher teams and administrators will meet to have read, discuss the new standards, and have an opportunity for teacher feedback will be. Crosswalk activities that compare the new curricula to our exiting curriculum will take place, with the focus on structure and content.

Teachers and principals will participate in ODE sponsored awareness and professional development opportunities on the new standards. Representatives from teacher-based-teams and administrators, along with the Race to the Top coaches, will be sent to ODE sponsored trainings. These representatives will then train the remaining staff, either during their data team time, or on release days.

Teachers, principals and district administrators will use the curriculum models and the crosswalk documents to begin analyzing our current curriculum for needed changes. The RttT coaches, principals and teachers will use their data team time to begin the gap analysis process.

The District Leadership Team and administrators will plan future PD that is aligned with RttT priorities and to the Ohio Standards for PD.

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

Beginning Dec. 2010, monthly communications regarding updates to the new standards will be sent to all staff

By June 2011, 75% of the gap analysis work will be completed

By June, 2011, 30% of teachers, principals, district administrators and coaches will attend ODE sponsored PD in standards and assessments

By June, 2011, 75 % of teachers, principals, district administrators and RttT coaches will complete gap analysis and crosswalk activities in the core content areas

By June 2011, 70% of Barberton's PD plan will align to RttT priorities and Ohio Standards for PD

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]

BCSD administrators will communicate each month with all staff via face-to-face meetings, emails or district website to share information on new standards, such as: ODE web link to new standards, professional development opportunities and available resources. The communications will also update staff on all revisions to existing curriculum

Teacher representatives, principals, district administrators and coaches will continue to participate in professional development on the standards, associated curriculum models and new assessments offered by ODE. They will continue to train the rest of the staff during data team time or on release days.

Teacher representatives, principals, district administrators and coaches will complete curriculum crosswalk and gap analysis activities and draft new curricula in English language arts, mathematics, science and social studies at the district and building level to determine what changes are needed in current curricula. The focus will be on structure and content. Elementary and middle school teachers will meet in grade level teams and high school teachers will meet in subject area teams. Elementary and middle school teachers, with the help of RttT coaches will initially focus their work in language arts and mathematics. The Summit Co. ESC will assist this work in the areas of science and social studies.

Teacher representatives, principals, district administrators and coaches will participate in professional development and pilot project opportunities on formative assessments offered by ODE. These representatives will in turn provide PD for the rest of the teachers during their teacher-based team times and during release days scheduled several times during the year.

Teacher representatives, principals, district administrators, and coaches will participate in professional development and pilot project opportunities on performance-based assessments offered by ODE.

If selected by ODE, BCSD will participate in field testing items for the expanded Kindergarten Readiness Assessment.

The District Leadership Team will plan future PD that is aligned with RttT priorities and to the Ohio Standards for PD.

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

Each month, all staff will receive updates on RttT curriculum revisions

By June, 2012, 100% of teachers and administrators will have participated in PD on the new standards, model curricula and assessments

By June 2012, 75% of the new curricula for language arts, math, science and social studies that align to the new standards in language arts, mathematics, science and social studies will be drafted

By June, 2012, 100% of teachers and administrators will have participated in PD on formative assessments and will participate in pilot programs, if

ODE provides this opportunity

By June, 2012, 100% of teachers and administrators will have participated in PD on performance assessments and will participate in pilot programs, if ODE provides this opportunity

By June 2012, 100% of our kindergarten teachers will participate in field testing items for the expanded Kindergarten Readiness Assessment, if selected by ODE

By June 2012, 80% of Barberton's PD plan will align to RttT priorities and Ohio Standards for PD

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]

BCSD administrators will communicate each month with all staff via face-to-face meetings, emails or district website to share information on new standards, such as: ODE web link to new standards, professional development opportunities and available resources. The communications will also update staff on all revisions to existing curriculum. The community will be informed about the standards work through the district website and in quarterly articles in the district newsletter that is delivered to every home in the community.

BCSD teams will finish revisions to local curricula to align with new standards in English language arts, mathematics, science and social studies. Teachers will be provided time during team time or release days to work with RttT coaches and administrators to create new curricula based on the new state standards. The focus will be on implications for instruction. Elementary and middle school teachers will work in grade level teams; high school teachers will work in subject area teams. The RttT coaches will initially focus on language arts and mathematics. The Summit Co. ESC will assist with this work, particularly in the areas of science and social studies. The curricula will be sent to relevant staff for internal review; feedback data will be collected from the review and curriculum will be finalized for BOE approval.

BCSD teacher representatives, principals, district administrators and RttT coaches will participate in professional development on curriculum supports and instructional resources developed by the state through regional peer review process. This PD will be shared with the rest of the staff during team time or release days.

BCSD will participate in training and pilot opportunities on formative assessments and begin to revise current assessments to reflect changes in the standards and performance-based assessments within teacher-based-teams

BCSD will participate in training and pilot opportunities on performance-based assessments and begin creating assessments within teacher-based-teams

BCSD teacher representatives, principals, district administrators and coaches will participate in professional development opportunities and online training for the new state assessments. This PD will be shared with the rest of the staff during team time or release days.

If selected by ODE, BCSD will participate in field testing items for the expanded Kindergarten Readiness Assessment

Kindergarten teacher representatives, principals, district administrators and coaches will participate in training on the administration of the expanded Kindergarten Readiness Assessment. This PD will be shared with the rest of relevant staff during team time or release days.

The District Leadership Tteam will plan future PD that is aligned with RttT priorities and to the Ohio Standards for PD

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

Each month, all staff and the community will receive updates on RttT curriculum revisions.

By June, 2013, BCSD Board of Education will approve new curricula that will be aligned with the new standards in English language arts, mathematics, science and social studies

By June, 2013, 100% of teachers and administrators will have PD on curriculum supports and instructional resources developed by ODE through the regional peer review process

By June, 2013, selected BCSD teachers will participate in ODE pilot opportunities on formative assessments

By June, 2013, selected BCSD teachers will participate in ODE pilot opportunities on performance-based assessments

By June 2013, a team of teacher representatives and administrators will be trained to facilitate the online assessment training

By June 2013, 100% of Barberton's PD plan will align to RttT priorities and Ohio Standards for PD

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]

BCSD will implement the new curricula that are aligned to the new standards in language arts, mathematics, science and social studies. Teachers will be supported by administrators and RttT coaches during their daily data team time and during two professional development days scheduled by the district.

BCSD will post internally all new curriculum maps and formative assessments in the Teacher Resource shared drive so that all staff can have access to the documents

BCSD and the DLT will monitor that all teachers are using curricula aligned with new standards in language arts, mathematics, science, and social studies. Teachers will be supported by the RttT coaches during daily team time if they have any difficulties.

BCSD will ensure that all teachers are teaching to the new standards and revised local curricula. Coaches will provide support for teachers and offer embedded additional PD when needed. Walkthroughs and observations by principals and peers will monitor lessons and instructional strategies.

BCSD will integrate formative assessments and performance tasks into course activities. Coaches will provide support for teachers and offer embedded additional PD when needed. Walkthroughs and observations by principals and peers will monitor assessment practices.

All teachers and administrators will continue to participate in professional development and online training for the new state assessments. Coaches, teachers and administrators who have had previous PD will support teachers with embedded PD, using team time or release days as needed.

All teachers and administrators will continue to participate in professional development on formative assessment strategies and performance tasks. Coaches, teachers and administrators who have had previous PD will support teachers with embedded PD, using team time or release days as needed.

BCSD will ensure that all students engage in online practice testing if available for the new state assessments

All kindergarten teachers will administer the expanded Kindergarten Readiness Assessment. Coaches, teachers and administrators who have had previous PD will support teachers with embedded PD, using team time or release days as needed.

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

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

By June 2014, 100% of teachers will be teaching to the new standards and using new curriculum maps

By March 2014, 100% of teachers will be using formative assessments and performance-based tasks

By March 2014, 100% of students (if physically able) will have the opportunity to engage in practice online testing

By March 2014, 100% of kindergarten teachers will administer the expanded Kindergarten Readiness Assessment

By June 2014, 100% of BCSD's PD plan will meet state and federal guidelines. The PD plan will be on file in the Curriculum Office.

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:

- BCSD will adopt the state-developed instructional improvement system and commit to its active use at the classroom level
- BCSD will collaborate with the state and other districts to develop and adopt new standards-based formative assessments
- BCSD will make instructional improvement system data available to researchers, consistent with the state's broader research agenda
- BCSD will partner with institutions of higher education to evaluate and implement innovative education models

Key Personnel:

2010-2011

DLT, BLTs,

2011-2012

DLT, BLTs

RttT PD Coaches

2012-2013

DLT, BLTs

RttT PD Coaches

2013-2014

DLT, BLTs

RttT PD Coaches

Budget:

2010-2011

NA

2011-2012

\$4,000 Professional development expenses, substitutes, mileage, etc. (PD salaries, Purchase Service)
\$25,000 RttT PD coaches (PD salaries, Purchase Service)
\$7,000 Supplies/Equipment (Instructional Supplies/Capital Outlay)
Total - \$36,000 for 2011-2012

2012-2013

\$4,000 Professional development expenses, substitutes, mileage, etc. (PD salaries, Purchase Service)
\$180,000 RttT PD coaches (PD salaries, Purchase Service)
\$7,000 Supplies/Equipment (Instructional Supplies/Capital Outlay)
Total - \$191,000 for 2012-2013

2013-2014

\$2,000 Professional development expenses, substitutes, mileage, etc. (PD salaries, Purchase Service)
\$25,000 RttT PD coaches (PD salaries, Purchase Service)
\$7,000 Supplies/Equipment (Instructional Supplies/Capital Outlay)
Total - \$34,000 for 2013-2014

Total for Assurance C - \$261,000

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]

BCSD will determine whether the district has an Instructional Improvement System that meets the definition established by the USDoE

BCSD will identify staff to participate in sessions to assist the state in establishing system requirements for an Instructional Improvement System that meets RttT criteria

If available, teachers and principals will participate in the teacher-student data link process to ensure accuracy of value-added data

BCSD district level teams of teachers and RttT coaches will participate in state-sponsored professional development on the use of formative assessments

BCSD will use district level teams of teachers and RttT coaches to examine existing formative assessments in use in the district. After adequate professional development, the team will evaluate BCSD's assessments to see if improvement is needed in the existing program.

BCSD will establish partnership(s) with institution(s) of higher education to implement and/or evaluate innovative education models

BCSD will cooperate with research/evaluation initiatives as requested

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

By June 2011, BCSD will determine if we have an Instructional Improvement System that meets the definition established by the USDoE

By June 2011, BCSD will identify a team of teachers and administrators who will assist the state in establishing an IIS system

By June 2011, 100% of applicable teachers (grades 4-8) will participate in the teacher-student data link process if available

By June 2011, 10 % of teacher representatives, administrators and RttT coaches will participate in state-sponsored PD on formative assessments

By June 2011, the district level team will analyze 50% of the formative assessments currently used in the district and identify the strengths and areas of improvement needed.

By June 2011, BCSD will establish partnership with local universities such as University of Akron, Kent State University and Ashland University to implement and/or evaluate innovative education models

By June 2011, BCSD will commit to cooperate with research/evaluation initiatives as requested

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]

Teacher representatives, administrators and RttT coaches will participate in state-sponsored PD on the Instructional Improvement System . These representatives will provide embedded PD to the rest of the staff during data team time or release days.

Teacher representatives, administrators and RttT coaches will participate in state-sponsored PD on formative assessments. These representatives will provide embedded PD to the rest of the staff during data team time or release days.

BCSD will work collaboratively with the state and/or other participating districts to develop the state-sponsored formative assessment program to inform their work on district analysis of current assessment

BCSD will continue examining the district's formative assessments to determine if the district decides, through teacher feedback, if BCSD's assessments are adequate, can be revised, or if the district should adopt the state developed formative assessment program

BCSD teachers, administrators and RttT coaches will continue to participate in formative assessment pilot opportunities, if selected for the pilot program

BCSD will cooperate with research/evaluation initiatives as requested

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

By June 2012, a BCSD team consisting of teachers, administrators and RttT coaches will attend the state sponsored PD on the IIS

By June 2012, 50% of BCSD's teachers, administrators and RttT coaches will complete ODE sponsored professional development on formative assessment

By June 2012, the district level team will have analyzed 75% of formative assessments currently used in the district and identify the strengths and areas of improvement needed.

By June 2012, 100% of the teachers selected by the state will have participated in formative assessment pilot opportunities

By June 2012, BCSD will have cooperated with research/evaluation initiatives as requested

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]

BCSD will participate in acceptance testing of the Instructional Improvement System

Teacher representatives, administrators and RttT coaches will continue to participate in state-sponsored PD on the Instructional Improvement System. These representatives will provide embedded PD to the rest of the staff during data team time or release days.

BCSD will monitor teachers' active use of the Instructional Improvement System at the classroom level and provide embedded PD by previously trained staff and coaches during data team time or release days

BCSD teachers will participate in face-to-face and online professional development modules focused on content-specific formative assessments for new staff by previously trained staff and coaches during data team time or release days

BCSD will continue to work collaboratively with the state or other participating districts to fully implement an effective formative assessment program. A district team of teachers and administrators will determine if the existing and revised district assessments are satisfactory or if the district will adopt the state developed formative assessment program.

BCSD teachers and administrators will participate in professional development on new state assessments by previously trained staff and coaches during data team time or release days

BCSD will continue to cooperate with research/evaluation initiatives as requested

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

By June 2013, 75% of teachers and administrators will have attended professional development around the use of data and the IIS

By June 2013, 75% of teachers and administrators will have attended professional development around the use of formative assessments

By January 2013, the district level team will produce a formative assessment analysis document identifying the strengths and areas of improvement needed for the existing formative assessment program. This report will be filed in the Curriculum Office.

By June 2013, BCSD will have cooperated with research/evaluation initiatives as requested

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]

BCSD will assess the use of the Instructional Improvement System at the classroom level and continue to deepen the focus on data-based instruction

All teachers will complete face-to-face and/or online professional development modules on content-specific formative assessments. All new staff will be supported by embedded PD provided by RttT coaches or mentors

BCSD will ensure that all teachers have PD in IIS and use it at all levels. All new staff will be supported by embedded PD provided by RttT coaches or mentors.

BCSD will fully implement the formative assessment program (developed collaboratively with the state and other participating districts) aligned with the district's curricula and course planning

BCSD will complete professional development on the implementation of new state assessments. All new staff will be supported by embedded PD provided by RttT coaches or mentors.

BCSD will cooperate with research/evaluation initiatives as requested

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

By March 2014, 100% of teachers will demonstrate active use of the state-developed IIS in their classroom.

By March 2014, 100% of teachers and administrators will have attended professional development around the use of formative assessments

By March 2014, 100% of teachers will fully implement the use of high quality formative assessments that align to the new state standards

By March 2014, 100% of applicable teachers and administrators will have completed professional development on the implementation of new state assessments.

By March 2014, BCSD will have cooperated with research/evaluation initiatives as requested

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)

Measure Student Growth

BCSD will continue to use value added and other student growth data for school improvement purposes. Teachers will continue to receive training on value-added data and student growth data to understand its impact on school improvement.

BCSD will identify measures of student growth for grades and subjects that do not receive value-added reports.

Evaluation Systems

BCSD will revise and implement our evaluation systems to align criteria established by the state. These evaluations will include student growth data at the building level as one of multiple significant factors and other state and federal criteria. BCSD will use the state evaluation system, which is being created with the input of OEA.

Data from the evaluations will drive professional development, teacher/principal support and financial decisions. This data will also be used for assignment, tenure, promotion and retention decisions for all certified staff.

Equitable Distribution of Effective Teachers and Principals

BCSD will continue to place our most effective teachers with our highest need students and continue to recruit and hire high quality applicants.

BCSD will develop and implement an Innovative Educator Equity Plan

Effective Support to Teachers and Principal

BCSD will implement the Teacher Residency program as specified in House Bill 1.

Professional Development will be designed and evaluated using the state’s professional development standards.

Key Personnel:2010-2011

DLT, BLTs

2011-2012

DLT, BLTs

RttT PD Coaches

2012-2013

DLT, BLTs

RttT PD Coaches

2013-2014

DLT, BLTs

RttT PD Coaches

Budget:2010-2011

\$2,647.25 Barberton share of value-added linkage tool (other)

Total - \$2,647.25 for 2010-2011

2011-2012

\$4,000 Professional development expenses, substitutes, mileage, etc. (PD salaries, Purchase Service)

\$2,647.25 Barberton share of value-added linkage tool (other)

\$25,000 RttT PD coaches (PD salaries, Purchase Service)

\$68,000 Certified staff building incentive for improved student performance (Instructional Salaries and Benefits)

\$7,338 Supplies/Equipment (Instructional Supplies/Capital Outlay)

Total - \$106,985.25 for 2011-2012

2012-2013

\$4,000 Professional development expenses, substitutes, mileage, etc. (PD salaries, Purchase Service)

\$2,647.25 Barberton share of value-added linkage tool (other)

\$25,000 RttT PD coaches (PD salaries, Purchase Service)

\$68,000 Certified staff building incentive for improved student performance (Instructional Salaries and Benefits)

\$7,000 Supplies/Equipment (Instructional Supplies/Capital Outlay)
Total - \$106,647.25 for 2012-2013

2013-2014

\$2,000 Professional development expenses, substitutes, mileage, etc. (PD salaries, Purchase Service)

\$2,647.25 Barberton share of value-added linkage tool (other)

\$114,491 RttT PD coaches (PD salaries)

\$68,000 Certified staff building incentive for improved student performance (Instructional Salaries and Benefits)

\$7,000 Supplies/Equipment (Instructional Supplies/Capital Outlay)

Total - \$194,138.25 for 2013-2014

Total for Assurance D - \$410,418

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

BCSD teacher based teams (TBTs) and administrators will examine current district and school practices related to the use of value-added data during team time or grade level meetings. The TBTs will adjust instruction as indicated by value-added data.

BCSD teacher representatives, administrators and RttT coaches will attend PD activities on the use of value-added data. These staff members will provide embedded PD to appropriate staff during data team time or grade level meetings.

BCSD administrators will distribute and explain annual value-added reports for principals and teachers with tested grades.

TBTs will examine potential methods to measure student growth in grade levels and disciplines not covered by value-added during team time and grade level/department meetings facilitated by RttT coaches.

Evaluation Systems

BCSD teacher based teams (TBTs) and administrators will examine current district and school practices related to the use of value-added data during team time or grade level meetings. The TBTs will adjust instruction as indicated by value-added data.

BCSD teacher representatives, administrators and RttT coaches will attend PD activities on the use of value-added data. These staff members will provide embedded PD to appropriate staff during data team time or grade level meetings.

BCSD administrators will distribute and explain annual value-added reports for principals and teachers with tested grades.

TBTs will examine potential methods to measure student growth in grade levels and disciplines not covered by value-added during team time and grade level/department meetings facilitated by RttT coaches.

Equitable Distribution of Effective Teachers and Principals

BCSD administrators will conduct a needs assessment to determine whether there are inequities in the assignment of educators to high-poverty and high-minority schools. Since the district is in the process of consolidating from eight to four buildings, the focus will be to provide high performing teams of teachers and administrators in each grade level to successfully affect the lowest achieving students.

BCSD administrators will conduct a needs assessment to determine teacher placement as it relates to student demographics during our building consolidation process.

BCSD will continue to establish partnerships with the University of Akron and other local universities to attract high quality applicants. The district will examine all potential applicant pools, including alternate licensing programs, community colleges and retired teachers.

The director of personnel will participate in professional development on best-in-class recruitment and retention strategies and tools, review current hiring processes and research best practice hiring strategies. Teacher exit surveys will be developed to gather data concerning why teachers are leaving the district, although this has not been a problem for Barberton in recent years.

Effective Support to Teachers and Principals

Representative teachers and administrators will 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.

BCSD will send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers.

The District Leadership Team will assess current professional development to determine if it meets state professional development standards at quarterly DLT meetings led by the superintendent and assistant superintendent

The assistant superintendent (director of curriculum), along with the DLT will develop a plan to design and implement PD that is aligned to RttT goals and priorities. This PD will meet the Ohio Standards for PD and will be evaluated each year

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

Measure Student Growth

By June 2011, 30% of applicable (grades 4-8) TBTs, administrators and RttT coaches will examine current district and school practices related to the use of value-added data

By June 2011, 50% of applicable BCSD administrators will participate in professional development on incorporating value-added measures.

By June 2011, 100% applicable TBTs will receive and analyze annual value-added reports during data team time and grade level meetings.

By June 2011, 50% of core teachers in untested grade levels/subject areas will examine potential methods to measure student growth

Evaluation Systems

By February 2011, a project team will be selected to begin research on high quality evaluation systems and will attend state sponsored PD about such systems, if available.

By June 2011, the project team will complete a gap analysis to determine the degree of alignment of current teacher and principal evaluations systems with the researched high quality evaluation systems.

By June, 2011, the project team will develop a multi-year plan for developing a new evaluation system and share its findings with the Board of Education, teachers and administrators.

Equitable Distribution of Effective Teachers and Principals

By May 2011, BCSD needs assessment will be completed and adjustments will be reflected in next year's staffing. Results will be distributed to district staff.

By May 2011, BCSD needs assessment will be completed and adjustments will be reflected in next year's staffing for building consolidation process

By May 2011, the director of personnel will attend professional development and local university and college recruitment fairs in order to attract high quality applicants

By August 2011, the director of personnel will document and share findings on hiring and retention strategies with appropriate personnel including RttT team, DLT members and the BOE, thus creating a foundation for drafting and Innovative Educator Equity Plan.

Effective Support to Teachers and Principals

By fall 2011, 100% of Resident Educator Mentors will be trained and certified. Documentation will be on file in the Personnel Office.

Documentation of attendance at Teacher Residency training will be kept on file in the Personnel Office

By June 2011, the DLT will assess current PD to determine if it meets the state's HQPD standards. Minutes of the meetings will be on file in the Curriculum Office.

By June 2011, 70% of the district's PD plan will support RttT strategies and meet Ohio Standards for PD. The PD plan will be on file in the Curriculum Office.

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

BCSD teacher based teams (TBTs) and administrators will attend professional development training sessions on the use of value-added data. These staff members will provide embedded PD to appropriate staff during data team time or grade level meetings.

BCSD administrators will continue to distribute and explain annual value-added reports for principals and teachers with tested grades.

TBTs, BLTs and the DLT will use the value-added analysis to make instructional, professional development and budgeting decisions that will improve instruction during team meeting times, facilitated by RttT coaches.

Building administrators and TBTs will utilize state developed teacher-student linkage tools to ensure the accuracy and quality of value-added data during team meeting times.

As required by instructional need, grade level/department teams will 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.

TBTs and administrators will analyze the state's recommendations for how student growth is measured for teachers of students in non-tested grade levels during staff meetings/other meeting times.

Evaluation Systems

The project team will draft a definition of effective and highly effective teachers and principals that is standards based and aligned to the state's definition

The project team will design a teacher and principal evaluation system which will include a system of rating educator effectiveness and aligns to the state model and federal criteria, using OTES and OPES as models

The project team will revise our current rating rubric to align to the OTES and OPES 5 rating categories.

The project team will review and realign current policy, protocols and instruments, if necessary, for low performing teachers

The project team will conduct focus groups that allow teachers and administrators to provide input on draft policies, processes and procedures

The project team will continue to provide open and ongoing communication to district staff and Board of Education

BCSD will provide opportunities for highly effective buildings, based on teacher and student performance, to receive additional compensation.

Equitable Distribution of Effective Teachers and Principals

The director of personnel and building administrators will develop a plan that details innovative strategies the district will use to recruit, place, and retain highly effective teachers in the elementary school that has the highest-poverty and highest-minority. This plan will result from the previous year's needs assessment and will include strategies that distribute highly effective teachers within teacher-based teams in all four Barberton buildings.

The personnel director and building principals will conduct a needs assessment to determine teacher placement as it relates to student demographics during our elementary building consolidation process (going from 5 buildings to 2 buildings)

BCSD will conduct working conditions assessments and develop action plans and strategies for improving working conditions to be included in the IEEP, if warranted

BCSD will collect teacher exit surveys and attrition data to determine whether changes are needed in district policies and practices

Using the working draft, the district will develop an IEEP that details strategies the district will use to recruit, place and retain effective and highly effective educators in all four schools. These strategies will include creating personal learning communities with embedded PD supplied by RttT coaches and placing highly effective teachers within all teacher-based teams.

Effective Support to Teachers and Principals

BCSD will fully implement the Teacher Residency Program for all new teachers.

For schools designated as persistently low-achieving, RttT coaches will provide embedded PD and support for new teachers.

BCSD will send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers.

The District Leadership Team and all Building Leadership Teams will use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development during DLT and BLT meetings

BCSD will implement a comprehensive professional development plan to support local Race to the Top strategies.

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

Measure Student Growth

By June 2012, 60% of applicable teachers (grades 4-8), administrators and RttT coaches will provide embedded value-added PD to appropriate staff during data team time or grade level meetings.

By June 2012, 75% of applicable BCSD administrators will have participated in professional development on incorporating value-added measures and will continue to distribute the annual value-added reports to TBTs for analysis.

By June 2012, 100% of applicable TBTs will receive and analyze annual value-added reports during data team time and grade level meetings.

By June 2012, 100% of applicable TBTs will utilize state developed teacher-student linkage tools to ensure the accuracy and quality of value-added data during team meeting times.

By June 2012, a representation of teachers from grade level/department teams in untested grade levels/subject areas in all elementary and secondary schools will pilot identified methods to measure student growth and analyze the state's recommendations.

Evaluation Systems

By June 2012, draft documents of the project team's definitions of effective and highly effective teachers will be on file in the personnel office

By June 2012, a draft version of the new evaluation system will be on file in the personnel office

By June 2012, a draft version of the new rating rubric will be on file in the personnel office

By June 2012, a draft version of current policy, protocols and instruments for low performing teachers will be on file in the personnel office

By June 2012, focus groups will have provided input on draft policies, process and procedures

Monthly transparent communication will be provided to all stakeholders via meetings, newsletters and website

By December 2011, BCSD building wide certified staff that have improved 2 points on the Performance Index on the current report card or improved to an Excellent rating or maintained an Excellent rating, will receive additional compensation

Equitable Distribution of Effective Teachers and Principals

By fall, 2011, a draft IEEP will be on file in the Personnel Office and shared with the DLT

By May 2012, BCSD needs assessment will be completed and adjustments will be reflected in next year's staffing for building consolidation process

By March 2012, teacher survey data will be on file in the Personnel Office

By June 2012, an action plan and strategies for improving working conditions and teacher retention will be included in the IEEP

By August 2012, the IEEP will go before the Barberton Board of Education for approval

Effective Support to Teachers and Principals

By June 2012, 100% of new teachers will have participated in the Teacher Residency Program

By June 2012, 100% of schools designated as persistently low-achieving will be supported by embedded PD by RttT coaches

By June 2012, all lead teachers and mentors will attend Teacher Residency training and credentialing provided by state lead trainers. Documentation of attendance will be on file in the Personnel Office.

By June 2012, the DLT will determine if the district's PD has met state professional development standards. Meeting minutes will be on file in the Curriculum Office.

By June 2012, 80% of BCSD's professional development plan will meet state and federal guidelines.

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

All applicable teachers will participate in on-line, state-sponsored and embedded professional development training sessions. Embedded PD will be facilitated by RttT coaches, administrators and peers on the use of value-added data during data team time and release days.

Applicable TBTs and administrators will utilize annual value-added reports. They will use these student performance results to inform instruction and point to future PD needs. The analysis will be done during data team meetings and release days.

All teachers, including core teachers who do not have value-added measures, will begin to implement student growth measures, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments. Teachers will be supported by RttT coaches and administrators during team and other meeting times.

All applicable TBTs and building administrators will continue to utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data.

Evaluation Systems

The project team will develop an orientation program for the new evaluation systems. The project team will begin training teachers and administrators to use the new evaluation systems, which will include a system of rating educator effectiveness at building staff meetings. Staff will be supported throughout the year with embedded PD in their utilization of the system

All BCSD evaluators will receive state-sponsored training and will be credentialed on the new evaluation system

The project team will identify schools to participate in pilot testing of the evaluation system and evaluate data from the pilot. Data from pilot schools will be collected throughout the year to inform adjustments to the new evaluation system.

The project team will draft policies and procedures for using evaluation results to inform professional development that will accelerate teacher growth and provide support to low-performing teachers; allocate financial resources to support PD; and assist and possibly remove persistently low-performing teachers and principals

The project team will attend ODE provided training and credentialing for the OTES and OPES systems and conduct district training for teachers and administrators

The project team will make final adjustments to the evaluation system in preparation for full implementation in Year 4. The Board of Education and BEA will finalize approval of the evaluation systems within the collective bargaining agreement

District administrators will become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state and provide requested data to the state.

BCSD will continue to provide opportunities for highly effective buildings, based on teacher and student performance, to receive additional compensation.

BCSD will provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers and DLT/BLT members)

Equitable Distribution of Effective Teachers and Principals

The director of personnel and building principals will implement the district's IEEP that details innovative strategies the district will use to recruit, place, and retain highly effective teachers in the elementary school that has the highest-poverty and highest-minority, including strategies such as creating personal learning communities with embedded PD supplied by RttT coaches and placing highly effective teachers within all teacher-based teams.

The director of personnel and the DLT will determine whether the selected strategies (e.g., creating professional learning communities, distributive leadership models, and teacher placement based on factors other than/in addition to seniority) are having the desired impact.

The director of personnel and the DLT will conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis as provided by ODE, so that effective teachers will be distributed equally among buildings and teams of teachers.

The director of personnel and the DLT will 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

BCSD will continue implementation of the Teacher Residency program for all new teachers.

For schools designated as persistently low-achieving, RttT coaches will provide embedded PD and support for all teachers.

Building principals and the director of personnel will provide feedback on performance to all lead teachers and mentors in the Teacher Residency program.

The DLT will determine if the district's PD has met state professional development standards. Meeting minutes will be on file in the Curriculum Office. Modifications will be made to the plan if necessary.

The DLT will review the professional development plan and modify it based on student data, and allocate professional development funding accordingly.

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

Measure Student Growth

By June 2013, 80% of applicable (grades 4-8) teachers, administrators and RttT coaches will facilitate embedded value-added PD to appropriate staff.

By June 2013, 100% of applicable TBTs will receive and analyze annual value-added reports during.

By June 2013, a representation of teachers from all core grade level/department teams in tested and untested grade levels areas will pilot identified methods to measure student growth and analyze the state's recommendations

By June 2013, 100% of BCSD school and district administrators will implement a validation process for student-teacher linkages for value-added.

Evaluation Systems

By October 2012, 90% of teachers/principals will have participated in an orientation program introducing them to the new evaluation systems

By June, 2013, all evaluators will be trained and credentialed on the use of the new evaluation system

By June 2013, 25% of our staff will begin piloting the standards-based teacher and principal evaluation systems that align to state and federal requirements.

By June 2013, the project team draft policies and procedures for using evaluations will be filed in the personnel office.

By June 2013, the project team will have attended and conducted training on the OTES and OPES systems.

By June 2013, the finalized evaluation systems for teachers and principals will be approved by the Board of Education and the BEA membership.

By June 2013, 100% of BCSD administrators will learn how to report aggregated effectiveness ratings when requested by ODE.

By December 2012, BCSD building-wide certified staff that have improved 2 points on the Performance Index on the current report card or improved to an Excellent rating or maintained an Excellent rating, will receive a monetary incentive

By June 2013, compensation will be provided as needed for staff members who take on additional activities (such as Lead Teachers and DLT/BLT members)

Equitable Distribution of Effective Teachers and Principals

100% of effective strategies outlined in the IEEP will be implemented, monitored and assessed

By June 2013, 90% of district and school leaders will have evidence and data to support best practices for teacher recruitment, placement, and retention.

By June, 2013, the Equitable Distribution of Effective and Highly Effective Educators Analysis as provided by ODE will be conducted as directed and on file in the Personnel Office

By June 2013, evidence of teacher retention data attrition data and minutes from the review meeting will be on file in the Personnel Office

Effective Support to Teachers and Principals

By June 2013 , all new teachers will have participated in the Teacher Residency Program

By June 2013, all schools designated as persistently low-achieving will be supported by embedded PD by RttT coaches

By June 2013, all lead teachers and mentors in the Teacher Residency program will receive written feedback on their performance.

By June 2013, the DLT will determine if the district's PD has met state professional development standards. Meeting minutes will be on file in the Curriculum Office.

By June 2013, 100% of BCSD's PD plan will meet state and federal guidelines. The PD plan will be on file in the Curriculum Office.

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

BCSD will ensure all teachers, including new teachers, have participated in professional development training sessions on the use of value-added data by attending state-sponsored PD or through embedded PD facilitated by RttT coaches.

Teachers and administrators will access and utilize annual value-added reports to inform instructional, professional development and budgetary decisions in order to improve student performance.

TBTs and building administrators will continue to utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data.

Applicable teachers and administrators will continue to utilize and refine identified measures of student growth used to supplement value-added data.

Evaluation Systems

BCSD will fully implement the new evaluation system which includes a system of rating teacher effectiveness and conduct annual evaluation of teachers and principals

The director of personnel, administrators, RttT coaches and mentors will continue training and professional development on the new evaluation system.

The BCSD administrators will provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education.

The DLT will use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level.

BCSD administrators will continue to implement/refine the plan to assist and possibly remove persistently low-performing teachers and principals.

BCSD will provide opportunities for highly effective buildings, based on teacher and student performance, to receive additional compensation.

BCSD will provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers and DLT/BLT members).

Equitable Distribution of Effective Teachers and Principals

BCSD Leadership Team will implement the district's revised IEEP that details innovative strategies the district will use to recruit, place, and retain highly effective teachers in the elementary school that has the highest-poverty and highest-minority, including strategies such as creating personal learning communities with embedded PD supplied by RttT coaches and placing highly effective teachers within all teacher-based teams.

The DLT will monitor the district's progress in meeting the goals set out by the IEEP to see if they have an impact on teacher effectiveness, including strategies for additional compensation to teachers in buildings that have increased their Performance Index 2 point or that achieved an Excellent rating, and placement of highly effective teachers in key teacher-based teams.

The director of personnel and the DLT will conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis as provided by ODE based on teacher effectiveness so that effective teachers will be equally placed among all buildings and teacher teams.

The director of personnel and the DLT will collect teacher retention and attrition data and review the data to determine whether changes are needed in the IEEP.

Effective Support to Teachers and Principals

The DLT will assess implementation of the Teacher Residency program and make needed changes based on data

The DLT will assess the success of the embedded PD support for new teachers and make needed changes based on data, based on student achievement

The director of personnel will send additional lead teachers and mentors for the Teacher Residency program to training as needed

The DLT will 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 ANNUAL PERFORMANCE MEASURE TARGETS]

Measure Student Growth

By March 2014, 100% of all applicable teachers will have participated in value-added training.

By March 2014, 100% of all teachers will access and utilize student growth measures to inform instructional, professional development and budgetary decisions in order to improve student performance

By March 2014, 100% of applicable TBTs and building administrators will continue to utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data

By March 2014, 100% of BCSD schools will use varied measures of student growth in teacher and principal evaluations and building effectiveness.

Evaluation Systems

By June 2014, 100% of all teachers and principals will be using the new evaluation system

By March 2014, 100% of certified staff will be trained on the new evaluation systems by the project team or mentors

BCSD will provide ODE with outcome results and aggregated effectiveness ratings when requested

By March 2014, BCSD will use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level

By June 2014, the project team will document the number of teachers on improvement plans, if any, and records will be kept in the personnel office

By December 2013, BCSD building-wide certified staff that have improved 2 points on the Performance Index on the current report card or improved to an Excellent rating or maintained an Excellent rating, will receive a additional compensation

By June 2014, compensation will be provided as needed for staff members who take on additional activities (such as Lead Teachers and DLT/BLT members)

Equitable Distribution of Effective Teachers and Principals

100% of the revised IEEP strategies will be implemented, monitored and assessed.

By June 2014, 100% of district and school leaders will have evidence and data to support best practices for teacher recruitment, placement, and retention.

By June, 2014, the Equitable Distribution of Effective and Highly Effective Educators Analysis as provided by ODE will be conducted as directed and on file in the Personnel Office

By June 2014, final revision of IEEP will be approved by the Board of Education

Effective Support to Teachers and Principals

By June 2014, the DLT will use student growth data and personnel retention data to determine if any improvements need to be made to the Teacher Residency program

By May 2014, evaluation of the PD plan will be on file in the Curriculum Office

By June 2014, all lead teachers and mentors will be fully trained.

By June 2014, 100% of our district's professional development plans will meet state and federal guidelines.

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:

NA

Key Personnel:

NA

Budget:

NA

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]

NA

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

NA

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]

NA

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

NA

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]

NA

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

NA

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]

NA

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

NA