



SUBMIT

LEA Scope of Work

LEA Name: Tri-Village Local Schools

LEA IRN: 046680

LEA Contact: Tony Thomas

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



Fifth First:

Ohio's Race to the Top Strategy

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

This is an exhilarating moment, and the Ohio Department of Education is proud to be partners in this 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 in 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 form" 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?

I Teachers will have a better system to access data for instructional purposes and will teach the new standards.

II Students will have more resources to understand their educational growth and receive grade appropriate instruction.

III Administrators will have more data to make informed decisions on curriculum and placement.

IV LEA will have improved scores on the state report card.

Through collaborative efforts with ODE the LEA will have fully developed the district's established formative assessment program or possibly adopted the state developed formative assessment system. The LEA will have improved its ability to use data to improve instruction through professional development offered by ODE. The district will also enhance its technology backbone to prepare for better universal screeners (MAP, Measures of Academic Process) and on-line assessments and improve its ability at the classroom level to access instructional improvement systems which may include the state developed IIS. The teachers will have received, through state resources, staff development on the new state standards and be prepared to teach the standards in 2014.

V LEA will apply for the New Tech innovative grant in an effort to increase college attainment.

VI LEA is participating in the new principal evaluation professional development and will implement it in 2014.

VII LEA participated in the field study for teacher evaluations, and the board and association have agreed to form a committee to develop an evaluation that includes multiple data points.

VIII LEA is committed to the State IIS and will implement as roll-outs occur.

IX LEA has developed functioning BLTs in each building and in 2014 they will function to carry out RttT assurances including, but not limited to, implementing common core standards.

X LEA has developed

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

- I Creating enough time and develop a succinct method so that teachers thoroughly understand the new state standards.
- II Performing the work of aligning the new state standards to the taught curriculum.
- III Understanding what the new assessments will look like and how best to train staff/students for them.
- IV Develop an internal IT infrastructure to handle server based data collection and uploads, and on-line assessments and uploads.

Using Data to Improve Instruction

- I Adopting the state instructional improvement system.
- II Forming meaningful relationships with higher education.
- III Creating formative assessments for non core disciplines.
- IV Updating current technology& the LEA's network to handle the demands of the longitudinal data system and the MAP assessment data.
- V Purchase more computers to prepare for on-line assessments and have the IT infrastructure to handle the demands of using data more effectively.

Great Teachers and Leaders

- I Negotiating an acceptable comprehensive evaluation system.
- II Performing annual evaluations with limited administrative staff.

Turning Around the Lowest-Achieving Schools

- I Sustaining programs to assess and provide intervention with students once the funding is gone.

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?

The LEA will rely on ODE consultants assistance while implementing RttT commitments. The state's instructional improvement model with an emphasis on formative assessments and a longitudinal data system is eagerly awaited. BLTs and the DLT will work hard to insure all staff members are familiar with the new models and are able to utilize them effectively by the end of the 4-year commitment.

The DLT will be mostly responsible in engaging the community to RttT commitments. However, teachers will have more data to share with students and parents allowing them the opportunity to communicate a number of commitments in practical ways.

The district will communicate the RttT initiatives in many ways; one of the many communication techniques will include monthly updates to the BOE. The district will also include articles in the monthly newsletter and post articles on the district Web site. The district's current STEM business partners will also be included in communiqués and remain active in decisions made at the local level. Community panel members who assist in senior capstone project evaluations will serve as ambassadors for communicating RttT commitments.

The LEA will use the RttT dollars to upgrade the current IT environment and purchase more computers for on-line assessing. This is a decision supported by the local BOE.

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:

- I Create a local RttT transformation team from a cross section of the TBT and DLT that provides a voice for the LEA.
- II LEA will communicate on a regular basis the vision of RttT commitments to all stakeholders. The communications include district newsletters, radio shows, board meetings, press releases, web site, and parent-teacher conferences.

Key Personnel: [List Transformation Team members and roles]

Mr.. Carl Jones, ESC Curriculum Director, Mr. Tony Thomas, Superintendent, Mr. Bryian Burson, 7-12 Principal, Mr. Josh Sagester, Elementary Principal, Mr. Derek Flatter, Association President and Elementary Teacher, Mrs. Karen Friar, Elementary Teacher, Mrs. Jackie Barnes, High School Teacher, and Mrs. Brenda Miller, High School Teacher, and all BLT members. This amounts to 4 administrators and 19 teachers which is well over the 50% teacher participation goal stated in the guidelines.

Budget:

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]

- I The LEA transformation team will meet on a regular basis to monitor RttT efforts throughout the 4-year cycle
- II The transformation team will communicate regularly to TBT through the district-wide intranet system
- III The transformation team will communicate periodically through newsletter to all stakeholders
- IV The LEA commits to developing a strategy of transparent communication to include, at a minimum, a monthly update in public to the local Board of Education

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

- I The transformation team will meet at least 4 times annually after the completion of the scope of work document to monitor the progress to our commitments
- II 100% of TBT will have access to the local RttT scope of work and will receive regular updates
- III 100% of the LEA's newsletter, Our Voice, will include submissions on RttT progress
- IV 100% of the board meetings will include RttT updates

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:

- I Create a smooth transition from current standards to the new academic content standards through professional development.
- II Prepare students for on-line assessments
- III Align local curricula to new state standards

Key Personnel:

DLT, BLT, TBT, ODE liaisons, ESC curriculum coordinators

Budget: Stipends= \$3,500, PD=\$11,245, MAP-universal screeners, data warehouse, and end-of-course exams=\$32,200, Teacher Tools-classroom needs to support new standards and assessments=\$3,925, and Net books-supports on-line assessments = \$14,850, Upgraded server and switches to handle the traffic for on-line assessments and modules required to operate efficiently = \$23,130

LEA SCOPE OF WORK 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]

- I DLT and BLT will participate in ODE sponsored awareness and professional development sessions
- II Discuss new standards during building level meetings
- III Discuss future implementation of on-line assessments during building level meetings. Begin some focused on-line end-of course assessments

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

- 100% of TBT will be more aware of new state standards
- 100% of TBT will be more aware of new on-line assessments
- 50% of BLT will attend ODE sponsored awareness & PD sessions

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]
<ul style="list-style-type: none"> • 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]
<p>I DLT, k-6 BLT, and 7-12 BLT will participate in ODE sponsored awareness and professional development sessions.</p> <p>II TBT will analyze the current curriculum for adaptations to implement to the new standards. TBT will rely on ESC to guide and direct implement the teaching of new standards.</p> <p>III DLT members will attend sessions on ODE's formative or performance based assessments, and distribute to BLT.</p> <p>IV If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness assessment.</p> <p>V 7-12 BLT will work with college partners to create seamless transitions from high school to college.</p> <p>VI Continue development of end-of-course on-line assessments through the use of Measures of Academic Progress in all math classes.</p>

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

- I 100% of TBT will analyze the new state standards
- II 100% of TBT will be given examples of on-line assessments
- III 100% of BLT will or have attended ODE sponsored awareness & PD sessions

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]

- I BLT will begin leading the TBT on revision of assessments to align with the new standards
- II If selected, the district will participate in the formative assessment pilot project
- III The district will continue to develop ACP and other college level options with college partners
- IV If selected, all kindergarten teachers will participate in training on the administration of the expanded Kindergarten Readiness assessment

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

- I Each department/grade level will have developed formative assessments exemplars aligned to the new standards
- II 100% of chosen of chosen staff will participate in ODE pilot programs
- III The district will increase its ACP and other college level options with college partners.
- IV 100% of chosen kindergarten teachers will participate in training on the administration of the expanded Kindergarten Readiness assessment

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]
<ul style="list-style-type: none"> • 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 assessment training on 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]
<p>I TBT will finalize the assessment revisions for the 2014-15 formative assessments aligned to the new state standards</p> <p>II TBT will pilot the ODE on-line assessments models</p> <p>III The LEA will continue to develop ACP and other college level options with college partners</p> <p>IV Kindergarten teachers will administer the expanded Kindergarten Readiness assessment</p> <p>V Participate in professional development and online assessment training on the new state assessments</p> <p>VI Implement new core standards in all grade levels for the core subjects.</p>

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

- I 100% of TBT will have a scope and sequence of formative assessments finalized for 2014-15 that are aligned to the new state standards
- II 100% of TBT will have piloted on-line assessments
- III The district will maintain & increase its ACP and other college level options with college partners
- IV 100% of chosen kindergarten teachers will administrator the expanded Kindergarten Readiness assessment

Assurance Area C: Using Data to Improve Instruction

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

Commitments:

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

Goals:

Develop Pathways to utilize data

I. Utilize a longitudinal data system. LEA will adopt State IIS and will use MAP/Value Added data in systematic ways.

A. Implement a data warehouse for locally derived and administered assessments (short cycle assessments and universal screeners).

B. Utilize data warehouse to manipulate and chart local data.

C. Adopt the State instructional improvement system by year 3.

II. Continue to develop and utilize short cycle assessments as LEA's formative assessment program.

III Continue to develop peer visits to provide direction for professional development activities.

Key Personnel:

Transformation Team

Local University Contacts

D3A2 liaison, ODE consultants -IIS

MAP Consultants

Math Navigator Consultants

Budget: Math Navigator is a scientifically based math intervention program that includes formative assessments= \$,6000 PD will consist of training for the longitudinal data system, mileage, registrations, lodging, and consultants = \$4,000

LEA SCOPE OF WORK

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]

- I. Collaborate with D3A2 liaison to improve the LEAs instructional improvement systems or ODE consultants -IIS.
 - A. Provide training on IIS longitudinal data system.
 - B. Continue to utilize & disseminate data sets created by ESC curriculum director.
- II Systemically manage continuous instructional improvement through formative assessments and progress monitoring.
- III Universally implement, train, and improve the use of peer visits.
- IV Send BLT members to model curricula seminars and begin introducing new standards.
- V Implement MAP assessments and corresponding interventions, i.e. formative instruction.
- VI Introduce on-line end of course exams in mathematics.

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

- I. Correspond with ODE about development of State ISS.
- II. 100% of the ESC directories data sets will be disseminated to core staff.
- III. 1.5 professional development days will be used to interpret and analyze the ESC directors's data sets.
- IV. 100% of CORE teaching staff will have short cycle assessments and other formative assessments data.
- V. 100% participation of teaching staff in peer visits program.
- VI 100% of eligible disciplines will utilize Measures of Academic Progress (MAP) processes.
- VII 100% of eligible math classes will utilize on-line end of course exams.

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]

- I. Receive professional development from ODE on loading short cycle assessment data into longitudinal data system, IIS.
- II. Continue to systemically manage LEA's continuous instructional improvement system at the classroom level through short cycle assessments and progress monitoring and add to the formative assessment system the district has used since 2005 by relying on new resources provided by ODE and attend professional development opportunities sponsored by the department.
- III. Universally improve use of peer visits program by improving information gathering tools.
- IV Have BLT members provide professional development on model curricula to departments and grade levels. The BLT will also evaluate the current formative assessment program and make recommendations about adopting the state IIS in year 3. The BLT will use information from end-of-course exams developed through MAP in year one and begin preparing for the state's new assessments for year 3.
- V Improve use of MAP data (formative assessments).
- VI Use end of course exam data to improve formative instruction and learning.
- VII Teachers will participate in training on the State IIS when it is made available.

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

- I 100% of BLT will receive training on longitudinal data system (State IIS) from DLT & ODE consultant.
- II 100% of CORE staff will analyze the ESC Curriculum Director's data sets and value-added data to improve and enhance instructional strategies.
- III 1.5 professional development days will be used to interpret and analyze district (MAP), school, and classroom data performance data..
- IV Data gathered through peer visit program will guide future PD activities.
- V 100% of impacted math course will review data and implement changes based on end-of-course exam data.

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]

- I Utilize train the trainer model as BLT trains TBT on longitudinal data system (State IIS) and introduce state instructional improvement system (Participate in acceptance testing of the Instructional Improvement System, Participate in professional development on the Instructional Improvement System). The State IIS will be implemented in year 3.
- II Continue to systemically manage continuous instructional improvement through formative assessments and benchmark data.
- III Universally improve use of peer visits program.
- V DLT members will ensure teachers actively use the IIS system at the classroom level.
- VI BLT will continue to evaluate tools the district has used for formative assessments that began in 2005 and continue to implement more fully the new state supported system that is fully developed in year 3. This work will be done in collaboration with ODE and will rely on resources provided by the department for professional development with the goal of having an effective formative assessment program.
- VII The district will rely on the department to provide professional development on the new state assessments and will send BLT members to such training.
- VIII Teachers will participate in training on the State IIS when it is made available.
- IX Cooperate with approved research initiatives by making IIS data available.

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

- I 100% of TBT in each building will receive training on longitudinal data system (State IIS).
- II 100% BLT will analyze data in the longitudinal data system to improve and enhance instructional strategies.
- III 1.5 professional development days will be used to interpret and analyze student performance data to develop smart goals based on the findings from analysis of the formative assessment program.
- IV Data gathered through peer visit program will guide future PD activities.
- V 75% of teachers and administrators have attended professional development around the use of data and the instructional improvement system.

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]

I The instructional improvement system (State IIS) is a functioning tool that guides instruction at the classroom level. LEA relied on ODE to merge data from Measures of Academic Progress, MAP, and locally developed short cycle assessments into the State ISS. The teachers will now have been using data-based instruction since 2005 with the new resources from the department and the fully developed IIS teachers will now have a suite of tools that will allow them to use more resources than previously existed. The districts technology backbone will need to be strong enough to handle these demands and fortunately upgrades will be made to allow students and teachers access to the system with high speed and efficiency through RttT dollars. The BLT will continue to assess the IIS for strengths and areas of improvement.

II Integrate new standards and curricula into district curricula and teachers' course planning.

III Participate in professional development on the implementation of new state assessments.

IV All teachers will have access to online professional development modules on content specific formative assessments by year 4. The LEA will have improved its technology backbone using RttT funding to allow for faster access to these modules. These enhancements will also allow the district to be prepared for the student on-line assessments that will require a robust technology backbone as students access assessments and send information at a level the district did not experience prior to this move forward to better use of technology.

V Cooperate with approved research initiatives by making IIS data available.

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

I 100% of teachers will demonstrate active use of their local and state developed IIS at the classroom level.

II 100% of the BLT will participate in the evaluation process of the formative assessment program and make recommendations for future growth.

III 100% of staff will have participated in building level professional development on formative assessment and instruction.

IV 100% of staff will receive professional development on the new assessments at the local level.

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 Support to Teachers and Principals)

- I The LEA will continue to use value-added data and will continue to explore other sources (MAP)to generate longitudinal data.
- II The LEA will adopt a comprehensive evaluation system for teachers and principals utilizing data as one of the multiple significant factors. This system will assist in the planning of professional development, budgeting, and in promotion, retention, and tenure decisions..
- III The LEA will implement the Teacher Residency Program initiated in HB 1.
- IV The LEA will build a high-quality applicant pool by establishing partnerships with teacher education programs.
- V The LEA will learn the state's professional development standards.

Key Personnel:

DLT, BLT, TBT, ODE Consultants

Budget:

PD to support teacher evaluation initiative and ODE professional development opportunities = \$1,650

LEA SCOPE OF WORK
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**

- I The LEA will continue to distribute and analyze value-added data.
- II The LEA will begin work on developing short cycle assessments for courses that do not receive value-added reports.
- III The LEA will incorporate the MAP assessments to monitor student growth.
- IV The LEA will establish baseline data on math end of course exams where applicable.

Evaluation Systems

- I LEA is field testing the ODE model teacher evaluation system.
- II DLT will attend ODE sponsored sessions on the principal evaluation system and teacher evaluation system.
- III LEA will field test the gap analysis tools provided by ODE.

Equitable Distribution of Effective Teachers and Principals
I DLT will expand it partnerships with teacher education programs.
Effective Support to Teachers and Principals
I LEA will continue to work toward implementing the Teacher Residency program through collaboration with the ESC and the LEAs trained mentors. II LEA will analyze data previously collected on the district's professional development activities and cross walk it with the state professional development standards. III BLT will be aware of Race to the Top strategies.

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]
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| <ul style="list-style-type: none">I 100% of TBT will analyze value-added data, end of course exam data, and MAP data.II 50% of non-core TBT will develop short cycle assessments (CORE already doing so).III The field testing team will complete and submit all documents being field tested in 2010-11.IV 100% of DLT will attend ODE sponsored sessions on principal evaluations.V The LEA contact list will expand to demonstrate more relationships with teacher education programs.VI 100% of the teachers hired after 1-1-11 will complete the teacher residency program.VII Discussion of Race to the Top strategies will be standing agenda items at BLT meetings. |
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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 principals 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 evaluation, 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 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 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">I Professional Development will include ESC curriculum coordinator to further train staff on value-added data.II Introduce end of course exams in targeted disciplines (math).III Further develop formative assessments for non-core disciplines.IV Continue to add student growth models to the existing resources teachers are using such as MAP.

Evaluation Systems

- I Upon completion of the field study, the LEA and association will evaluate the process and begin negotiations on its use.
- II LEA will use the principal evaluation model.
- III LEA in conjunction with the ESC will provide PD for 4-teir licensing model.

Equitable Distribution of Effective Teachers and Principals
N/A
Effective Support to Teachers and Principals
I Fully implement the Teacher Residency program. II Continue to broaden the base of available mentors. III Professional development committee will utilize state professional standards and RttT when planning PD activities.

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

- I 100% of TBT will receive further training on the use of value-added data and MAP.
- II 100% of algebra, geometry, and algebra II teachers will administer end-of-course exams.
- III 100% of non core staff will administer short cycle assessments.
- IV The number of student growth measurements will increase within the LEA.
- V 100% of principals will be evaluated using the new state model.
- VI 100% of new teachers will be enrolled in the teacher residency program.
- VII More TBT will receive mentor training to assist residents.
- VIII 100% of TBT will be made aware of the 4-tier licensure model.

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 principals and teachers 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 systems 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 new 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)

<p>are having the desired impact</p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 evaluations 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
<p>I Mentor teachers will train new district personnel on use of longitudinal data systems including value-added & MAP. The mentor training program will include the training.</p> <p>II Explore & pilot on-line comprehensive end-of-course assessments for secondary disciplines.</p> <p>III Utilize data from formative assessments to drive instruction in all disciplines.</p> <p>IV Further develop formative assessments for non-core disciplines.</p>

Evaluation Systems

- I The LEA will provide PD & make final adjustments to the ODE teacher evaluation system.
- II DLT will provide requested data on the effectiveness ratings for teachers.
- III DLT will report to ODE the status of the evaluation systems in terms of alignment to the state & federal criteria.
- IV Data from evaluations and peer visits will drive professional development decisions.
- V Pending contract negotiations, the principal and teacher evaluation tools will be used to determine recommendations for tenure and recommendations for persistently low performing teachers and principals.
- VI Pending contract negotiations, provide scaled compensation plan aligned to the 4-tier licensing model.

Equitable Distribution of Effective Teachers and Principals
N/A
Effective Support to Teachers and Principals
I Continue implementation of the Teacher Residency program for all new teachers. II Provide feedback on performance to all lead teachers and mentors in the Teacher Residency program. III Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development. IV Review 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]
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| <ul style="list-style-type: none">I 100% of district personnel will be trained on longitudinal system including value-added.II 100% of applicable courses will administer on-line end of course exams.III 100% of all disciplines will use formative assessments to drive instruction.IV 100% of LEA's teachers will be evaluated using the new teacher evaluation model.V 100% of new teachers (meaning applying for license on or after 1-1-11) will be enrolled in the teacher residency program & DLT will provide feedback to all involved.VI The LEA's professional development committee will use state professional development standards, results of teacher evaluations, and student data in planning, conducting, evaluating PD. |
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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 evaluations of teachers and principals using the new evaluation system
- Continue training and professional development on the new evaluation system
- Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education
- 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
<ul style="list-style-type: none">• 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 evaluations in planning, conducting, and evaluating professional development
SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]
Measure Student Growth
<ul style="list-style-type: none">I Continue professional development on value-added, MAP, IIS and other formative assessments.II Continue to utilize teacher-student linkage tools to ensure the accuracy of quality value-added data.III Continue to refine usage of MAP, end-of-course exams, IIS, and other formative assessments to supplement value-added data.

Evaluation Systems

- I DLT will provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education.
- II Continue to use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level.
- III Pending contract negotiations, the principal and teacher evaluation tools will be used to determine recommendations for tenure and recommendations for persistently low performing teachers and principals.
- IV Pending contract negotiations, the DLT will incorporate a new 7-year time frame for tenure and develop strategies to assess effectiveness of the new tenure review plan.

Equitable Distribution of Effective Teachers and Principals
N/A
Effective Support to Teachers and Principals
I Continue implementation of the Teacher Residency program for all new teachers. II Provide feedback on performance to all lead teachers and mentors in the Teacher Residency program. III Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development. IV Review professional development plan and modify it based on student data, and allocate professional development funding accordingly.

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

- I 100% of district personnel will be trained on longitudinal system including value-added.
- II 100% of applicable courses will administer on-line end of course exams.
- III 100% of all disciplines will use formative assessments to drive instruction.
- IV 100% of LEA's teachers will be evaluated using the new teacher evaluation model.
- V 100% of new teachers (meaning applying for license on or after 1-1-11) will be enrolled in the teacher residency program & DLT will provide feedback to all involved.
- VI The LEA's professional development committee will use state professional development standards, results of teacher evaluations, and student data in planning, conducting, evaluating PD.

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:

- I LEA will continue to build capacity to grow stakeholder engagement
- II LEA will actively participate in the Darke County Family & Civic Engagement Plan
- III LEA will attend all applicable ODE technical assistant sessions
- IV LEA will provide increased learning opportunities to staff and students

Key Personnel:

DLT, BLT, TBT, Darke Co. Family and Civic Council, Mike Gray, County Superintendent

Budget:

\$0, the district will cover the associated cost

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]

- I Assist in the five-year Family and Civic Engagement plan
- II Participate in ODE sponsored technical assistance sessions

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

- I Insure the engagement plan is completed and adopted by the Family and Children First Council of Darke Co.
- II 100% participation in ODE sponsored technical assistance sessions when applicable

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- Fully implement selected intervention models in SIG-funded schools
- Participate in all 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 three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

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

- I Report progress of Family and Civic Engagement plan
- II Participate in ODE sponsored technical assistance sessions
- III Provide increased learning opportunities to staff and students

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]
I Insure report is given to the county Family and Children First Council on family and civic engagement II 100% participation in ODE sponsored technical assistance sessions when applicable

- I Insure report is given to the county Family and Children First Council on family and civic engagement
II 100% participation in ODE sponsored technical assistance sessions when applicable

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]
<ul style="list-style-type: none">• 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 take 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 three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators
SCHOOL YEAR 3: 2012-2013 [LEA SCOPE OF WORK ACTIVITIES]
<p>I Report progress of Family and Civic Engagement plan</p> <p>II Participate in ODE sponsored technical assistance sessions</p>

SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]
I Insure report is given to the county Family and Children First Council on family and civic engagement II 100% participation in ODE sponsored technical assistance sessions when applicable

- I Insure report is given to the county Family and Children First Council on family and civic engagement
II 100% participation in ODE sponsored technical assistance sessions when applicable

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]
<ul style="list-style-type: none">• 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 in SIG-funded schools and continually deepen the work• Evaluate progress in “Early Warning” schools and implement additional improvement strategies as 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 three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators
SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]
<p>I Report progress of Family and Civic Engagement plan</p> <p>II Participate in ODE sponsored technical assistance sessions</p>

SCHOOL YEAR 4: 2013-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]
I Insure report is given to the county Family and Children First Council on family and civic engagement II 100% participation in ODE sponsored technical assistance sessions when applicable

- I Insure report is given to the county Family and Children First Council on family and civic engagement
II 100% participation in ODE sponsored technical assistance sessions when applicable