Fifth to First:

Ohio's Race to the Top Strategy

LEA Scope of Work

LEA Name:	Celina City Schools
LEA IRN:	043729
LEA Contact:	Jesse Steiner- Superintendent, Celina City Schools

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 to 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 theTop strategy.

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

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

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

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

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

RACE TO THE TOP: LEA SCOPE OF WORK
NARRATIVE: 4-6 PAGES

RACE TO THE TOP VISION

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

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

In 2014, our school district will look dramatically different than it does today. We will have transformed the way we use data and information, train and support our teachers and administrators, connect with and meet the needs of our students, and engage community members. Throughout this transformation, our constant goal will be improved learning resulting in college and career readiness for all of our students.

How does this transformation proceed? It begins with the commitment to recognize that 21st century "schooling" is an ongoing process, not just a physical place where teachers and students gather. All of our stakeholders—administrators, teachers, students, parents, community members and others—will embrace the concept that "school" is about a learning journey that never ends. Continuous learning requires new strategies and approaches to advance teaching and student learning. To succeed in the 21st century, we will apply new strategies, evaluate our progress in terms of student outcomes and share our successes and lessons learned to ensure that our work is replicable and scalable.

In 2014, we will be well on our way to having a more effective teacher in every classroom and a more effective principal in every school—two of the fundamental requirements for an effective learning environment. Accordingly, we will emphasize recruiting, training, evaluating and retaining the best and brightest educators. There will be a strong emphasis on empowering these educators with the knowledge, skills and information they need to effectively lead transformation in schools and classrooms. Teachers will see themselves differently—as "facilitators of learning." The art of teaching will evolve and expand. And, there will be an increased emphasis on principals becoming instructional leaders.

Data and information will drive our decision-making and student academic gains will be our fundamental measure of success. Teachers and administrators will embrace data and data will inform dramatic improvements in our professional development and collegial collaboration. Just as data will enable us to differentiate instruction for students, data will enable formative-oriented educator learning and growth. Data and information including multiple measures also will serve as critical components of how we identify and recognize highly effective teachers and leaders. By identifying these individuals we will be able to uncover the instructional practices that have a positive impact on students' academic performance and standardize these transformational practices with all teachers and principals.

Reinforcing that students are the ultimate beneficiaries of Race to the Top-related work is our priority. Through our work with enhancing instruction, students will benefit from: more relevant and rigorous course work and learning; higher expectations backed by formative instruction that propels all students to mastery; better use of data to guide students into instructional settings that recognize their potential and improve their chances of fulfilling it; improved integration of technology; use of student input to make better school- and district-level decisions; and, a more fully informed and engaged community that supports all the components of a truly successful 21st century education.

Schools must continue to enhance and encourage community partnerships and engagement at all levels.

We recognize that our transformation work does not proceed in a vacuum. Our vision includes a well-informed community that understands and supports our work. This may require some shifting from past perceptions about how schools operate and why transformation is in everyone's best interest. As with teachers, students and administrators, implementing this part of our vision will be done proactively and strategically—with success monitored along the way.

What will be different for our students?
Our students will understand, starting well before high school that their post 12th-grade opportunities multiply dramatically when they acquire college- and career-ready knowledge and skills and then strive to reach their full potential. Students will realize that they are not only competing with those students in their own class, school, neighboring district or states, but internationally. Through our school improvement efforts, they will be well equipped for this competition. Our Transformation Model addresses students in these ways:

1. Engaging all students in rigor, relevance and 21st century skills
   a. Developing core skills for independent, critical and creative thinking and encouraging the pursuit of life-long learning
   b. AP, dual credit, Pre-AP, 8th grade algebra, flexible credit options and academic acceleration
   c. The potential for online and open-source courses and collaborative distance learning
   d. Real-world work processes, problem-solving and products embedded in student learning
   e. Implementing formative instructional practices to provide safety nets for all learners and to provide extended learning opportunities for learners, when needed

2. Continue offering and participating in best practice STEM access and performance
   a. Additional courses, participation and persistence through the senior year
   b. Identify business and regional partnerships to provide experience in STEM careers
   c. Tri-Star, our career compact, will continue to take the lead on STEM education in our two county region.

3. Expanding access to workforce development opportunities
   a. Providing learning opportunities that connect to regional job-growth trends
   b. Engaging students in academic counseling connected to career trajectory
   c. Community and business partnerships to create entrepreneurship and economic development

What will be different for our teachers?
We know that expanding academic opportunities for students depends on our teachers. And we know that in order for them to provide personalized and differentiated learning experiences to every student, they need access to data and information that is relevant to the students they teach. While we have long embraced the use of data for decision-making, it will be critical not to just provide teachers with data and information, but to ensure that they know how to accurately and effectively interpret and apply it to their instructional practice. Fundamental to this work will be extensive and focused professional development and coaching centered around:

1. Measuring student growth
   a. Use value-added data for Grades 3–8 in reading, math, science and social studies
   b. Implement high school end-of-course exams and the ACT college entrance exam for students
   c. Explore measures of student growth in grades K-2

    d. Pilot growth measures for K-2 and non-core teachers
    e. District department chairs will meet regularly to share RttT updates with colleagues to ensure that RttT best practices at the K – 12 levels are being utilized in all areas – focusing on student growth in all subject areas

2. Using a variety of formative instructional practices to provide ongoing feedback to stakeholders
    a. Staff, students and parents know clear learning targets and have real-time, ongoing feedback through an online module
    b. Common formative assessments are used for teams to learn and replicate what works
    c. Summative and benchmark assessments to track student progress
    d. Progress Book (online grading and reporting system) will allow teachers to provide real time feedback to students and parents on current assessments

3. Utilizing data to identify and accelerate best practices
    a. Identify, study and share practices of teachers who have high student growth rates
    b. Use student academic projections (as derived from value-added analysis) for course placement and intervention
    c. Race to the Top strategies are shared with staff and community stakeholders via the distribution of the RttT Newsletter and through sharing at staff meetings and Celina City Schools Board of Education Meetings

What will be different for our administrators?
Change is difficult but necessary to achieve our goals. Because many of the changes we are making will be unprecedented, our administrators will be well versed in strategies for leading change and supported by collegial networking. To accelerate these changes and enable their success, our administrators will participate in extensive professional development and ongoing coaching focused on:

1. Leading change and encouraging collaboration and continuous professional learning
    a. Develop a shared vision of highly effective teaching across the district
    b. Share challenges and successes with other LEAs
    c. Address needs during change and support collaboration for ongoing growth

2. Using data to focus on highly effective teaching for every student
    a. Understand and lead staff on how to use value-added, achievement and projection data
    b. Support teams to act on data
    c. Use student achievement projections (as derived from value-added analysis) for course placement

3. Informing and engaging all community stakeholders
    a. Ongoing, user-friendly communications
    b. Provide parent support to select, apply to and fund regional college and career opportunities
    c. Collect feedback from community members, parents and all stakeholders

In addition to developing our administrators to be more effective leaders, we will provide them with the support to better identify, support, recruit and retain effective teachers. This focus on human capital development will be new for many administrators and a necessary step toward enhancing teacher effectiveness and student outcomes. Our efforts will be geared toward:

1. Collaborating regionally to create a shared vision of highly effective teaching practices
    a. Teacher teams using data to focus on actions to improve learning
    b. Coaches working with teachers and leadership teams for job-embedded learning
    c. Digital and face-to-face collaboration networks to share best practices

2. Enhancing teacher evaluations that incorporate multiple measures
    a. Walk-throughs and ongoing feedback for growth
    b. Innovative pilot evaluations, including student growth and feedback
    c. Establish Peer Assisted Review (PAR) across the region
    d. Explore further metrics that have been proven to be valid and reliable

3. Developing talent through induction, mentoring and ongoing learning
    a. Effective on-boarding experiences
    b. Developing mentors to coach best practices
    c. Culture of inquiry— the potential for online courses, face-to-face training and site visits

Substantial progress has been made in defining and identifying highly effective teaching. When we apply proven processes for this and widely share transformational practices, we will dramatically impact our desired results. Celina City Schools has already studied and implemented an enhanced compensation related to highly effective teaching linked to student learning outcomes. We plan to continue monitoring this compensation strategy as the transformation and/or negotiating teams review this practice. This is part of our overall, comprehensive and strategic approach to educational transformation—in this case, pioneering human capital development initiatives. Our approaches in this area will include:

1. Investigating and innovating new ways to recognize educator excellence
    a. Identify highly effective principals, teachers and schools to learn transformational practices
    b. Research ideas across the country
    c. Collaborate across districts and states

2. Creating and implementing pilot models for incentives
    a. Provide resources for teachers to advance student learning
    b. Opportunity incentives for teachers to participate or present at the state and national levels

3. Devising innovative approaches to career ladders for teachers and principals
    a. Use student growth results as an element of career advancement
    b. Utilize multiple measures in combination to provide evidence of successful practice
    c. Create advanced career levels that include leadership roles and other responsibilities

What will be different for our community stakeholders?
The significant, positive change we envision involves the community and its diverse stakeholders. Education is a community enterprise and the results will impact the people and activities well beyond the school walls. Workforce development is vital to the state's future and is intimately tied to

educational improvement. We acknowledge the importance of working closely with the individuals and organizations that will be integral to our success, including parents and families, community members, business leaders, civic leaders/organizations, higher education, philanthropic organizations and federal, state and local officials/agencies. Key strategies include:

1. Increasing awareness/commitment for a new vision for educating children in the 21st century
   a. Lead discussions including data about the future of work that creates a vision for change
   b. Provide opportunities to utilize expertise of volunteers across multiple stakeholder groups
   c. Engage parents and students to embrace the vision for change and rationale for all students to be college- and career-ready
   d. Celina City Schools has developed a new district website to allow parents and students easy access to Progress Book. Progress Book allows real time feedback for teachers to give updates on assessments
   e. A link to the district and state RttT updates will be included on the home page of the Celina City Schools website. An additional link will be added to the school website for the public to see our active Scope of Work document. The Race to the Top link will allow for the community to post feedback, ask questions, and express concerns.
   f. Various media outlets (local print and electronic newspapers, radio and television broadcasts) will be used to solicit further stakeholder input on the district's Race to the Top initiative.
2. Partnering with regional higher education institutions to increase course rigor and support access to college. As a result, we will approach higher education institutions to:
   a. Collaborate with our high school teachers in similar areas of expertise
   b. Provide expertise and ongoing support to sustain the work after the grant
   c. Directly support parents to help students successfully enter college
   d. District Leadership Team members met with and will continue to meet with other stakeholders from Wright State University – Lake Campus faculty to dialogue about student preparedness and academic needs.
3. Working with business, civic groups and other organizations for economic development
   a. Create innovative entrepreneurial and workforce development opportunities
   b. Provide access to the workplace for students
   c. Assist in fund raising and providing ongoing resources
   d. The District Leadership Team will continue to meet and share Race to the Top updates will our civic groups, business leaders, and post secondary institutions.

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

Celina City Schools must address: 1) Engaging staff and parents to understand and embrace that all students can attain college- and career-rigor expectations. Significant dialogue with staff and parents will be necessary to correct misconceptions and create a new understanding about 21$_{st}$ century college- and career-level expectations for all students. 2) Time to align new standards while simultaneously implementing formative instruction will be essential. Alignment between new standards and current assessments creates ambiguity and concerns regarding what to teach and will need to be addressed. We will need to build an understanding that curriculum is not a fixed document. It is an evolving set of standards that adjust to meet current needs. 3) Staff will need extensive professional development on the new content standards.

Using Data to Improve Instruction

Across Celina City Schools, there are a variety of data systems and varying levels of use and expertise at the classroom level using these systems. Meshing the systems, assessing current usage strengths and weaknesses and ensuring expertise to lead the use of these systems effectively is an immediate priority. With staff transitions, it is essential to define a process for maintaining internal expertise. Assessing current practices in formative instruction will serve as a foundation for training. Overall, we need to learn how to become strategic about the data which matter most and how to use data effectively. We also need training on how to use data as a tool for improving teacher effectiveness and improving student performance.

Great Teachers and Leaders

Teachers are concerned about innovations related to comprehensive evaluation systems based on multiple measures that include student growth. Staff needs information regarding models, processes and outcomes and the opportunity to openly address concerns and reach consensus on common evaluation content/domains and processes to use across Celina City Schools. Common evaluation content will set the stage for a peer review. Value-added measures at the classroom level are in place in core subjects in grades 3-8. Additional conversations regarding other multiple tools that can be included and piloted for student growth measurement in non-tested grades/subjects will be necessary.

Turning Around the Lowest-Achieving Schools

This section is not applicable to our district because none of our schools meet the criteria for the lowest-performing 5 percent of schools in the state or the less than 80 percent graduation rate benchmark in the Governor's Closing the Achievement Gap Initiative.

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?

Our Transformation Team will work to align all district efforts for improvement to ensure we meet RttT commitments and improved student achievement. Our team will monitor implementation and suggest strategies to remove barriers and modify efforts as needed. Student progress will be regularly monitored and the plan will be modified annually, as needed. In addition to the resources dedicated to this work, we will utilize local RttT and other grant funds to provide release time, professional development, testing, communications and stakeholder engagement opportunities. We also will utilize existing resources provided by ODE and support provided by educational service centers (ESCs), state support teams (SSTs), higher education and other partners.
We will engage stakeholders through district leadership teams that include union leaders, superintendents, building leaders, central office administrators and others. Staff will engage in an extensive review of information, provide input and participate in professional development to equip them to enact new practices. Our Transformation Team will provide regular presentations to our Board of Education where new information will be made available to inform community stakeholders. Partnerships with parents, community members, ESCs, higher education, and others will be actively encouraged throughout the process. We will solicit feedback to ensure that they are a part of the change process.

1. Communication & Buy-In: There is significant concern that staff will see this initiative as another passing phase and will not have true "buy in." Additionally, staff may feel that parts of this initiative are being or will be imposed upon them rather than being developed with them.
To mitigate these risks, our Transformation Team will develop communication pieces that show alignment between RttT and other initiatives, such as Ohio House Bill 1, OIP (and the Decision Framework process), CCIP, professional development, our strategic plan, etc. In addition, Battelle for Kids, teacher union leaders and superintendents recognize that transformational change is challenging and requires high levels

of engagement and collaboration. We also recognize that some aspects of project implementation will need to be determined using the collective bargaining process and that each LEA will be responsible for using this process in ways that fit their individual needs. Each LEA accepts the responsibility to mitigate the risk of insufficient buy-in by implementing collaborative change strategies—with sufficient time allotted—in ways that make sense at the LEA level. And, collaboration will continually flow from the shared commitment to the primary outcome of the work—higher levels of student learning.

2. Pace and Magnitude of the Changes: With simultaneous work on many fronts and support from various partners, and little time available to engage staff, there is a risk that work will be rushed and there will not be time for robust input. There also is a concern that strategies will be pushed "out of order" and it will be difficult to ensure coordination and, finally, follow through. We will mitigate these risks by creating a detailed, coordinated timeline with key milestones that will be shared with all stakeholders. We will use our Transformation Team to monitor and communicate progress on key milestones and adjustments to timelines, when necessary. Feedback loops for staff to continually express suggestions related to how to expedite the work also will be created. We recognize that time will be needed for staff to do this work.

3. Leadership: If our leaders don't fully subscribe to the work, believe wholeheartedly in its importance and support the work daily, those in the trenches will never accept what must be done. Developing, supporting and holding leaders accountable will be the key to minimizing the risks. To support our efforts, we will take advantage of leadership team meetings to encourage professional learning across participating LEAs. Regular meetings within our district will help support accountability for implementation.

4. Sustainability: There is a risk that the work will not be engrained within our LEA and will end at the end of the grant. We will mitigate this risk by planning with leadership teams whether initiatives will be one-time or ongoing costs. We will commit to working with regional and district/building leaders to establish internal and regional resources. A plan for integrating ongoing costs into our budgets by reallocating funds will be created.

5. Morale and Will to Stay the Course Through Implementation Challenges: Research shows that a "dip" in student performance often occurs after the implementation of new initiatives/improvements. As a result, there is a risk that people may want to abandon the initiative or improvement effort. To mitigate this risk, leadership will play an important role in sharing and explaining the rationale behind the work and encourage perseverance to continue forward.

6. Inaccurate/Inappropriate Use of Data: Creating a data-driven culture requires the accurate and appropriate use of data. One of the risks we face is having staff who do not have the skills to thoroughly understand data and use it appropriately. We will mitigate this by providing professional learning opportunities which will include learning from the best practices of other LEAs. The use of best practices will be reinforced through job-embedded learning supported by coaches in the field and coordinated with the support provided by our local ESC (Mercer County Educational Service Center). To ensure appropriate guidelines for how to use data for evaluation and compensation are established, we will engage our administrative team and union leadership in regular professional learning opportunities.

7. A Silo Approach May Hinder Innovation Among the LEAs: There is a risk to the concept of "collaboration" that when all of the LEAs begin this work at the local level, there will be temptation to isolate from one another. To ensure that sharing/learning from one another takes place, we will work to mitigate this risk by working from coordinated timelines with key milestones and gathering with LEAs where there will be an expectation to share information and participate in conversations/learning around successes, challenges, concerns, etc.

Transformation Team and Transparent Communication

Commitments:

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

Goals:

The Celina City Schools has ~~10~~ 11 members on our Transformation Team. The team will function as a partnership between the teacher's association, administration, and board of education. There will be 5 teachers, 4 district administrators, and one board member on the Celina City Schools Transformation Team. Decisions will come from the group and the stakeholders will be informed of the LEA's progress at all intervals, but at least at the monthly updates at the regularly scheduled Board of Education meetings. Communications to stakeholders will be transparent and open to dialogue.

Key Personnel: [List Transformation Team members and roles]

Celina City Schools Transformation Team: Kim Lammers (teacher), Kay Klopfleisch (teacher), Anne Geier (teacher), Dave Scott (teacher), Wally Ellinger (teacher), Mark Loughridge (teacher), Matt Miller (superintendent), Curt Shellabarger (curriculum), Nancy Hartings (special education), Mike Marbaugh (treasurer), and Amy Hoyng (board member).

Budget:

$0.00

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]

To ensure oversight of local RttT efforts, our Transformation Team will meet regularly to complete the final scope of work, provide in-service for all stakeholders regarding the details of the work and establish procedures and protocols for ongoing monitoring of the work. Our district will launch a comprehensive communication plan to explore why changes in schooling are needed. A primary communication vehicle for our district will be a comprehensive Web portal where information and resources will be available. We will use this portal to share information about our work with staff, parents, community members and other stakeholders. Other communication materials will include, but are not limited to: Frequently Asked Questions, newsletter articles, brochures/flyers and other materials. In addition, our Transformation Team will provide monthly updates to our Board of Education, staff and community regarding the work of Race to the Top (RttT) and our progress toward meeting the goals. Our Transformation Team will make adjustments in the communication plan as needed.

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

On September 16, 2010, our Transformation Team was formed and met for the first time with the required composition.

By February 1, 2011, content will be posted on our district web site and informational meetings with staff will be held.

By May 2011, a written communication plan, with measurable action steps, will be available for review.

Assessment results will reveal that action steps are being successfully completed within the time line. The results will drive plan adaptation and be available for public review.

School and community survey results will be available for review.

Our TT will meet at least monthly to assess RTTT progress and make necessary changes.

Throughout RttT written communication with measurable action steps will be available for staff review each time PD is planned and presented by the TT.	
The TT reviews compiles and completes 100% of all communication and required RttT documents. All communication is sent to 100% of the staff and parents via the district web site and teacher share file.	
Representatives of the CEA executive committee present RttT updates to the Celina BOE at 100% of their meetings as a regular agenda item.	

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:

Teachers and principals will have release time to participate in professional development activities implementing the new academic content standards. Key personnel will attend PD sessions on all facets of the standards.

Our school district is strongly committed to updating, revising, and changing our standards and curriculum so that the mission of Celina City Schools is aligned to the new state standards.

Key Personnel:

Celina City Schools transformation team, teachers, support staff, administrators, board members, community stakeholders.

Budget:

$84,989

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]

Teachers, support staff, and administrators will acclimate themselves with the new standards. The transformation team will be versed in all facets of the development and understanding of the new standards. Teachers, support staff, and administrators will also be versed in the new standards

for their specific grade-level and content areas. Time will be allocated to make the changes in curriculum seamless for the betterment of our students.

Professional development activities will be conducted in the district and at nearby centers including (but not limited to) the Mercer County Educational Service Center, local areas of higher education (Wright State - Lake Campus), and SSTs.

Current and new academic standards will be analyzed by district staff. Curriculum models and crosswalk documents will be utilized and changes will be implemented. Technology will be implemented in each classroom to increase student engagement. Teachers will have the time or will be compensated for their time implementing this technology outside the regular school day. The district is committed to spending available dollars beyond the funds that RttT will bring in.

Participate in ODE sponsored awareness and professional development sessions on the standards and model curriculum to become familiar with the new standards.

The district will conduct building level meetings that include the new standards as an ongoing discussion topic. Building level teams will explore standards structure, content, and implications for delivery. All staff, including administration, will actively participate in these meetings.

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

The current standards in our online module will be cross walked to the new state standards.

Lesson Plans will reflect changes in the standards.

All teachers and administrators will be given release time for PD and for the changes in curriculum. Department and grade level chairs will participate in these PD activities.

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]

All staff members in Celina City Schools will become familiar with the new standards. Time will be allocated for staff to review and make changes in

current instructional and curriculum delivery models.

All staff will be required to participate in the development of professional standards associated in the development of curriculum models and the creation of new assessments.

Changes needed to our current local curricula will be identified during crosswalk activities in the cores of English language arts, mathematics, science and social studies. District level changes will occur through the transformation team and district-level administration. These entities will be working in conjunction with all stakeholders to provide seamless transition.

The district commits itself to be an innovative district in the development of formative and performance-based assessments. When the pilot programs are concluded we will analyze the results and implement what would work best with our student population.

The district commits to participating in gap analysis meetings between high school faculty and college professors in English and math to ensure alignment of coursework for college and career readiness.

The district will welcome becoming a field test site for the expanded Kindergarten Readiness Assessment.

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

100% of Celina educators will be familiar with the new standards.

100% of Celina educators will participate in the professional development activities in their respective core subject areas.

By May of 2012, the district-level team will complete the curriculum gap analysis.

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]

Curriculum modules currently in place at the district level will be revamped to align with the new standards in English language arts, mathematics,

science, and social studies. Time will be allocated to the appropriate staff to ensure that our curriculum is updated and that the crosswalk activities are completed.

Professional development activities will include the regional peer review process. Curriculum supports and instructional resources will be accessed.

Celina City Schools is open to training and pilot opportunities on formative and performance-based assessments.

New assessments will be developed through the provided professional development activities and online training.

We are encouraging ODE to work with us on the expanded Kindergarten Readiness Assessment.

If selected, kindergarten teachers will participate in the training on the administration of the expanded Kindergarten Readiness Assessment.

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

By June of 2013, one staff member in each building will be trained to facilitate the online assessment training for teachers and principals.

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]

By the 2013 - 2014 school year, all local curriculum will appropriately reflect the new standards in English language arts, mathematics, science, and social studies.

The district will take appropriate measures to ensure that teachers are following through with the new standards and revised curricula. Teachers will utilize technology tools to match their lesson plan objectives to the state standards.

By 2013 - 2014 all teachers will be able to seamlessly integrate formative assessments and performance tasks into their classroom activities.

Through the assistance of the Ohio Department of Education, teachers in Celina City Schools will participate in professional development and

online assessment training.

Professional development will be infused in the district to address formative assessment strategies and performance tasks.

Online practice tests will be provided to students to foster student engagement with the new state assessments.

Celina City Schools will continue to ensure that all kindergarten teachers administer the expanded Kindergarten Readiness Assessments.

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

By March of 2014, Celina Schools district curricula and course planning will be aligned and implemented based on the content standards.

By June, 2014, Celina School District's appropriate teachers will participate in professional development for online assessments.

By June 2014, all teachers will create and administer a set of common formative and summative assessments.

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:

Celina City Schools will commit to using the Instructional Improvement System at the classroom level.

Celina City Schools commits to implementing a formative assessment program. The formative assessment plan will be developed collaboratively between all stakeholders.

Celina City Schools will report relevant data for research purposes to ODE.

Celina City Schools commits to partnering with institutions of higher education to evaluate and implement innovative educational models.

Key Personnel:

Identified key teachers, all principals, and all central office administrators.

Budget:

$64934

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]

The Instructional Improvement System will be identified through our work with the Ohio Department of Education.

The Instructional Improvement System will be shared with all teachers.

The system requirements for the Instructional Improvement System will be integrated into current systems when available.

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

100% of the Celina City Schools teachers will become familiar with the Instructional Improvement System as soon as it is developed by the Ohio Department of Education.

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]

Celina City Schools will participate in professional development opportunities on the use of formative assessment data.

Celina City Schools will begin to use the Instructional Improvement System at the classroom level.

Celina City Schools will participate in ODE managed Instructional Improvement System required gathering and system review sessions.
Celina City Schools will develop district-level teams to evaluate existing local formative assessment programs to identify strengths and areas that require improvements.

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

By May 2012, 30% of teachers will complete the online professional development on formative instruction (consistent with the guidelines developed by the Ohio Department of Education).

By October 2012, administrators and teachers will complete an inventory of current formative assessment practices in classrooms.

Teachers shall commit to utilize The Battelle For Kids services at the classroom level until the IIS is fully implemented. To improve on the Ohio Achievement Assessments (OAA) and the Ohio Graduation Tests (OGT), teachers will use student trend data to drive teaching strategies.

High school teachers in CORE subject areas, grades 9-12, will continuously review student performance on the OGT by objective and adjust instruction to modify curriculum accordingly. The focus will be on best teaching practices that address learning progression in these specific subject areas.

Elementary, Intermediate and Middle school teachers, grades 3-8, will continuously review student performance on the OAA by objective and adjust instruction to modify curriculum accordingly. The focus will be on best teaching practices that address learning progression at these grade levels.

Primary school teachers, grades K-2, will utilize assessments (KRAL and Diagnostic Tests) to modify curriculum accordingly. The focus will be on best teaching practices that address learning progression at these grade levels.

Crosswalk activities will be conducted by teachers and administrators to transition to the Ohio Common Core Standards.

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]

Celina City Schools will participate in acceptance testing of the Instructional Improvement System when available. Celina City Schools will apply to pilot the Instructional Improvement System.

If selected, Celina City Schools will ensure that the appropriate teachers actively use the Instructional Improvement System at the classroom level.

Celina City Schools will work collaboratively with the state and/or other participating districts to develop or strengthen the formative assessment program.

Celina City Schools will complete face-to-face and online professional development modules focused on content-specific formative instruction.

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

By June 2013, 10% of the appropriate teachers and administrators will have attended professional development regarding 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 ACTIVITIES]

Celina City Schools will evaluate the use and effectiveness of the Instructional Improvement System at the classroom level and provide professional development opportunities to continue to deepen the focus on data-based instruction.

Celina City Schools will complete face-to-face and online professional development modules focused on content-specific formative instruction.

Celina City Schools will begin the initial implementation of new or refined formative assessment program.

Celina City Schools will participate in professional development on the implementation of new state assessments.

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

By June 2014, 100% of the teachers will be trained to use the state developed Instructional Improvement System in their classroom.

By June 2014, 100% of teachers will have completed designated online FIP modules.

By June 2014, all teachers will create, administer, and analyze a set of common formative and summative assessments.

By March 2014, 100% of non-core area teachers will utilize the Instructional Improvement System as soon as it's applicable.

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)

Celina City Schools commits 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.

Celina City Schools commits to identifying measures of student growth for grades and subjects that do not receive value-added reports.

Celina City Schools commits to adopting comprehensive evaluation systems and definitions of highly effective teachers and principals.

Celina City Schools commits to annual evaluations of all teachers and principals.

Celina City Schools commits to using data and results from the evaluation system in the planning of district professional development programs, in the decision-making process for budget development (building and district), and in promotion, retention, and tenure decisions.

Celina City Schools commits to implementing the Teacher Residency program.

Celina City Schools commits 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.)

Celina City Schools 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.

Celina City Schools commits 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.

Celina City Schools commits to using the state's professional development standards when evaluating the effectiveness of professional development.

Key Personnel:

All district stakeholders.

Budget:

$63,933.86

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

Measure Student Growth

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

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

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

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

Measure Student Growth

Examine current district and school practices related to the use of value-added data.

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 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.

Effective Support to Teachers and Principals

Attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers in the fall of 2011.

Send lead teachers and mentors to required Teacher Residency program training and 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 Annual Performance Measure Targets]

By June 2011, 100% of District administrators will participate in professional development on incorporating value-added measures.

By June 2011, the district transformation team will conduct a gap analysis to determine the degree of alignment of current teacher and principal evaluations systems.

By June 2011, district or school level teams will develop a plan to delineate effective strategies to recruit, place, and retain highly effective teachers.

By fall 2011, 100% of Resident Educator Mentors will be trained and certified.

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

A committee of teachers and administrators will attend training sessions on the use of value-added.

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

Distribute and utilize annual value-added reports to inform needs 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.

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. In-service opportunities for staff will be based on and correlated to teacher/administrative evaluations, professional goals, and individual needs. Since Celina Schools is a Race to the Top District, the new principal evaluation system will be utilized.

Review current process for removing ineffective teachers and principals and develop plan to remove persistently low performing teachers and principals. In-service time for staff will be structured around district needs related to our Race to the Top efforts and current best practices.

Develop a plan for highly effective teachers to receive supplemental compensation if they are taking on approved additional responsibilities.

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.

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 ANNUAL PERFORMANCE MEASURE TARGETS]

By June 2012, school and district administrators will implement a validation process for student-teacher linkages for value-added.

By June 2012, the district will have redesigned the standards-based teacher and principal evaluation system that aligns to state and federal requirements.

By 2012, 80% of school/district professional development plans 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 sin preparation for full implementation in Year 4**
- **Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state**
- **Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria**
- **Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level**
- **Review current processes for granting tenure and develop a plan for rigorous tenure review using evaluation results and incorporating the 7-year timeframe for tenure**
- **Implement a plan to remove persistently low-performing teachers and principals**
- **Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools**

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

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

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

Measure Student Growth

Ensure all appropriate teachers are trained 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 to inform professional development and areas of continued improvement.

Assess effectiveness of other identified measures of student growth used to supplement value-added data.

~~Implement~~ Investigate student growth measures for teachers in subjects or grade levels that do not have statewide standardized test. These growth measures will be used in conjunction with the teacher evaluation tool.

Evaluation Systems

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

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 time frame for tenure.

Implement a plan to remove persistently low-performing teachers and principals.

Provide opportunities for highly effective teachers to receive supplemental compensation if they are taking on approved additional responsibilities.

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, and 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.

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 evaluations in planning, conducting, and evaluating professional development.

Review professional development plans and modify them based on student data, and allocate professional development funding accordingly.

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

By June 2013, 100% of the appropriate teachers will successfully complete the teacher-student linkage process. in tested grades.

By June 2013, report on analyze results of pilots related to multiple sources of data on student growth to drive professional development.

By June 2013, pilots of value-added growth will be conducted in 2 K-2 areas and 2 9-12 non-tested areas.

By June 2013, able to identify how student growth and other data are used as diagnostic tools to inform instruction and decisions about professional development, and used in team inquiry process for continuous improvement.

By June 2013, our professional development will be guided by student growth data, utilizing SLO's and possible vendor assessments, to help teachers improve instruction.

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

Ensure all teachers are trained 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 to inform professional development and areas of performance improvement.

Continue to refine other identified measures of student growth used to supplement value-added data.

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 time frame 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 supplemental compensation if they are taking on approved 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, and 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

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 evaluations in planning, conducting, and evaluating professional development.

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

By June 2014, 100% of the district will use varied measures of student growth in teacher and principal evaluations, using OTES model.

By June 2014, 100% of the district will incorporate student growth metrics into teacher and principal evaluation systems and report effectiveness ratings to the state as a result of collective bargaining.

By June 2014, targeted teachers will expand and utilize co-teaching opportunities to close the achievement gap for special education students.

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

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:

This section is not applicable to our school district.

Key Personnel:

This section is not applicable to our school district.

Budget:

This section is not applicable to our school district.

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]
This section is not applicable to our school district.

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]
This section is not applicable to our school district.

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]
This section is not applicable to our school district.

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]
This section is not applicable to our school district.

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]

This section is not applicable to our school district.

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

This section is not applicable to our school district.

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]

This section is not applicable to our school district.

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

This section is not applicable to our school district.