

Submit Your Application



LEA Scope of Work

LEA Name:

Fremont City Schools

LEA IRN:

044016

LEA Contact:

Dr. Traci McCaudy, Superintendent

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

Fifth First:

Ohio's Race to the Top Strategy

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

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

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

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

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

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

RACE TO THE TOP: LEA SCOPE OF WORK

NARRATIVE: 4-6 PAGES

RACE TO THE TOP VISION

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

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

The Race to the Top initiative has already fostered change in our district. In order to be considered as a Race to the Top district, Fremont City Schools had to unify its entire operation in support of the Race to the Top standards for performance. Those standards, in many cases, represent a departure from tradition and require a re-evaluation of current practices in public education. Though Fremont City Schools feels that it is a district of enlightened programming and innovative approaches to learning, it still had to create a collective commitment to Race to the Top requirements. Fortunately for Fremont, we have formulated goals for our district that are complementary to Race to the Top and we are prepared to develop practices consistent with the tenets of Race to the Top.

To address the differences that students, teachers, and administrators will realize as a result of our Race to the Top strategy, it is important for us to establish baseline information about our district. We define all of our work here in specific terms and actions: we are pleased with our growth and progress in the last four years and excited about the prospect of integrating our efforts with Race to the Top.

Fremont City Schools has three comprehensive expectations for its performance. First, the district is committed to *increasing student achievement*. That commitment requires that every adult in this district understands that our purpose for existing is to create a learning environment for children that maximizes the opportunities for those children to be successful in any assessment context and, later, in the very context of their lives.

Second, Fremont City Schools understands that increasing student achievement is our goal for every student. Therefore, our expectation is that we will *eliminate the socio-economic, ethnic, and disability performance gaps where those gaps exist in our district*. It is not acceptable in Fremont City Schools to have any student underachieving due to a perceived or real disadvantage due to that student being a member of a "classified subgroup."

Finally, Fremont City Schools understands the importance of being an active, integral component of the community at large. Therefore, we understand the need *to build hope, trust, and respect with our community*.

Race to the Top and Fremont City Schools Strategic Plan

Fremont City Schools has developed a comprehensive, three-year strategic plan. The strategic plan targets three aspects of our operation: *achievement, technology, and professional development*.

Improving our achievement scores is our first priority and Fremont understands that improvement is predicated upon quality teachers interacting with engaged students.

Integrating technology effectively, efficiently and meaningfully is an obvious and important corollary to improving student achievement. Our strategic plan outlines the strategies and non-negotiables that accompany the expanding technological tools that Fremont is employing.

Relevant, focused, site-specific professional development is not just important but is essential to meeting the needs of students in challenging, rapidly-evolving learning environments. Fremont's strategic plan is directed at both immediate and longer-term needs of teachers.

The strategic plan also addresses the importance of school climate and culture. Fremont strives to provide a reliable, predictable, and stable environment for every facet of its daily operation for every one of its students, parents, employees, and interested citizens. Fremont understands how stressful education can be at times, and Fremont strives to minimize the potential for problems while it commits to building the aforementioned hope, trust, and respect with its stakeholders.

With climate and culture in mind, Fremont's strategic plan also focuses upon the need to strengthen academic support areas such as facilities, finances and human resources.

Fremont's attention to strategic planning has resulted in success. Student achievement scores for all students have consistently improved since 2006. Fremont's graduation rate continues to improve and the district has earned an "Effective" rating on the State of Ohio Report Card for each of the last four years.

Race to the Top funding will make a difference for Fremont in terms of its strategic plan. The funding will allow us to enhance and further develop a plan that we believe has significant, positive implications for students, teachers, and administrators. Specifically, Race to the Top funding will allow Fremont the opportunity to earlier implement strategies for closing the achievement gap for minority students and students with disabilities. In addition to timeline considerations, Race to the Top demands that pedagogical philosophy and practice adjust in order to meet the needs of all students. Race to the Top funding provides Fremont with an opportunity to more fully explore evolving, research-based, best-practices sooner rather than later. The result will be positive, difference-making instructional strategies.

Fremont is encouraged that its strategic plan already aligns well with Race to the Top strategies. Not only will that fact make it easier for Fremont to maximize Race to the Top funds, Fremont is assured that it will have the funding to fully develop the plan, which currently will face financial challenges for implementation after 2012. More importantly, however, Fremont strongly believes that it will emerge from the Race to the Top funding cycle a different district in terms of collaboration, cooperation, and consistency. Race to the Top is an initiative that asks all teachers and administrators to explore a new template for delivering a quality educational program to children. It reinforces the fact that every adult in a school operation must be in that operation to provide *for* children.

Fremont understands and absolutely supports that template. Fremont, in fact, feels that it provides some programming already that makes it unique in the state. We are not uncomfortable being different. Race to the Top endorses the fact that if public education is to get better, it will have to make significant changes in the manner in which it provides the teaching-learning exchange. We are prepared to make that happen and though it is not possible today to quantify the specific elements of our operation that will be different in 2014, we have no doubt that Fremont will be different – and better for it.

Race to the Top and Curriculum

The core standards of RTT will change curriculum in Fremont City Schools. Fremont will develop new curriculum guides that align to the standards and contain the essential components of an effective curriculum guide:

- Standards and Specificity of Objectives
- Pacing Plans
- Research-Based Instructional Strategies
- Assessments
- Interventions

Fremont City Schools currently has in place a Board-adopted Curriculum Management Plan. Briefly, the Curriculum Management Plan assures quality control of the “curriculum and instruction” process. A Curriculum Quality Control Council provides oversight for the development of curriculum guides through its validation process. The Curriculum Quality Control Council is comprised of district personnel and community members including external professionals. Race to the Top will have implications for the current plan and as Fremont implements Race to the Top, we are confident that the Curriculum Management Plan will evolve to a point, again, that makes it different in some aspects, but better in its application overall.

Race to the Top and Assessment: Students, Teachers, and Administrators

Race to the Top will inform the development of new, formative, nine-week assessments of student progress. In addition to the student assessments, student data will be organized for easy access and analysis. AIMSweb and DataDirector are programs that Fremont will utilize to compile and make available the critical student data needed to develop the teaching strategies/practices that will achieve Race to the Top goals.

Race to the Top will certainly inform the evaluation of job performance for Superintendent, administrators and teachers. Acceptance of Race to the Top precepts has already fostered discussions with bargaining groups regarding evaluations and those discussions will certainly continue as a new perspective on job performance evaluation develops. It is expected that realistic and relevant changes will be the result of professional collaboration between and among all employee groups.

Fremont will create a Race to the Top Transformation Team that will monitor the Race to the Top process and report on the process to the Board of Education and community. Fremont already employs a 'shared leadership' model for decision-making, so the Race to the Top Transformation Team will be less a "difference" than it will be an enhancement.

Fremont City Schools prides itself on being an innovative, student-centered and community-centered district. It understands the fluid nature of public education, the diversity of student needs, the challenges of financial insecurity, and the too-prevalent, public perception that our public schools are failing children.

We do not fail to provide for every one of our students the opportunity to secure a quality education. This district is transparent in its policies, committed to its children, proactive in its practices, and diligent in its performance assessments. Wellness agencies, social service agencies, the courts, the business community, and the faith community are all active in our operation.

Race to the Top is an opportunity for us to continue to make a difference in the lives of our children. Our involvement in Race to the Top will continue to challenge us to explore the philosophy and practice of public education. Race to the Top and Fremont City Schools share the same goal – provide excellence in education for every child in our care.

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

- Rolling-out new standards and coordinating state assessments.
- Increasing linkage between instruction and standards.

Using Data to Improve Instruction

- Analyzing student data and refining lessons to address weak areas.

Great Teachers and Leaders

- Educating staff about new evaluation systems.
- Developing a compensation component within the evaluation system.
- Sharing the licensure process with teachers.

Turning Around the Lowest-Achieving Schools

Not Applicable

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 strategies outlined within the Race to the Top Plan will be integrated into the district's strategic plan so that the district is implementing and monitoring one complete comprehensive plan. Prior to the beginning of the school year the Race to the Top Transformation Team will develop a year-long meeting schedule for the purpose of monitoring the progress of the district's comprehensive plan. Building Principals and Department Directors will provide quarterly status reports about their specific work for review by the Race to the Top Transformation Team. The Race to the Top Transformation Team will also analyze quarterly student achievement, attendance, discipline and other relevant data during their monthly meetings. The Race to the Top Transformation Team will make revisions to the district plan as needed. As stated in year one of the Race to the Top Plan the Transformation Team will develop a communications plan for sharing and reporting the progress made towards meeting district goals. This plan will include monthly presentations to the Board of Education. Additionally, annual dialogue sessions will be scheduled with community organizations, business groups and faith-based leaders. Lastly, school personnel will receive regular status reports via a system outlined within the plan.

The district has created a very ambitious plan. The district is fully committed to quality implementation of the strategies outlined in the plan. This plan calls for an institutional change within the district. Such change may cause discomfort with some constituencies. Though some resistance to the plan is expected, the district will not waiver from its commitment to that plan. The priority constituency in any school district must be its students. Such is the case in Fremont.

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:

- By February 2010, Fremont City Schools will develop a Race to the Top Transformation Team that will meet on a regular basis for the purpose of developing and monitoring the Race to the Top Plan.
- By February 2011, Fremont City Schools Race to the Top Transformation Team will develop and begin implementing a comprehensive communications plan that includes a monthly update during a public Fremont City Schools Board of Education meeting for the purpose of sharing the Race to the Top Plan and providing progress reports with all stakeholders.

Key Personnel: [List Transformation Team members and roles]

Tim Cullen, Director of Student Services
John Elder, Social Studies Teacher Fremont Ross High School
Cathy Glassford, Director Family and Children First Council
Denice Hirt, Principal Otis Elementary School
Vicki McAfee, 1st Grade Teacher Lutz Elementary School
Dr. Traci McCaudy, Superintendent Fremont City Schools
Lynn McKahan, Consultant State Support Team Region 1
Carrie Meyer, English Teacher Fremont Middle School
Amy Miller, Director of Curriculum, Assessment & Staff Development
Mindy Miller, Science Teacher Fremont Middle School
Christine Opelt, Director of Human Resources & Community Relations
Patricia Prunty, Interventionist Specialist Fremont Middle School
Bonnie Weaver, Teacher on Special Assignment
Michele Wilhelm, 2nd Grade Teacher Hayes Elementary School, President Fremont Education Association

Budget:

Year 1: \$0.00	Total: \$0.00
Year 2: \$0.00	Total: \$0.00
Year 3: \$0.00	Total: \$0.00
Year 4: \$0.00	Total: \$0.00

Total Costs: \$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]

- Form a local Race to the Top Transformation Team with at least half of the team members being teachers.
- Schedule Race to the Top meeting dates for the purpose of developing and monitoring the Race to the Top Plan.
- Develop and begin implementing a comprehensive communications plan that includes monthly reports during public Fremont City Schools Board of Education meetings.
- Develop an evaluation system for the purpose of determining effectiveness of Race to the Top Transformation Team.
- Establish Race to the Top Transformation Team bylaws that include how the team works together and committee membership.

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

- A Race to the Top Transformation Team list will be shared with the Fremont City Schools Board of Education and Fremont City Schools staff by February 2010.
- A RttT Team meeting schedule will be shared with Fremont City Schools stakeholders by February 2011.
- A communications plan will be shared and implemented with Fremont City Schools stakeholders by February 2011.
- An evaluation tool to determine the effectiveness of the RttT Transformation Team will be completed annually at year-end. Improvement strategies will be planned and implemented as needed.
- A bylaw document will be shared with all Fremont City Schools stakeholders by February 2011 that specifies RttT Transformation Team committee composition, ground rules for working together and consensus building.

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:

- By August 2014, Fremont City Schools will provide all teachers and administrators with time and professional development strategies to build a deep understanding of the new academic content standards in terms of the “essential learnings” or concepts for students to know and be able to do.
- By August 2014, Fremont City Schools will provide all teachers with curriculum guides that align teaching resources; best practice research-based strategies for instruction including opportunities for developing 21st century learning skills; and tools and examples of student assessments that allow students to demonstrate what they learned in multiple modes.

Key Personnel:

Director of Curriculum, Assessment and Staff Development
 Teachers on Special Assignment in Curriculum, Assessment and Staff Development Department
 Teachers
 Leadership Team Members (Superintendent, District Office Administrators, Principals, Assistant Principals, School Psychologists)
 Curriculum Quality Control Council

Budget:

	<u>Salaries</u>	<u>Retirement/Fringe</u>	<u>Purchase Service</u>	<u>Total</u>
Year 1:	\$14,500	\$4,500		\$19,000
Year 2:	\$23,000	\$3,000	\$2,937	\$28,937
Year 3:	\$23,000	\$3,000	\$2,937	\$28,937
Year 4:	\$23,000	\$3,000	\$2,939	<u>\$28,939</u>
Total Costs:				\$105,813

**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]

- Grades K-2 teachers will be provided highly qualified professional development to roll-out standards in English language arts and math, examine current instructional resources, and identify needs.
- Grade 8 social studies teachers will be provided highly qualified professional development to roll-out standards in social studies, examine current instructional resources and identify needs.
- Develop grade 8 social studies curriculum guide.
- Participate in regional and state opportunities for professional development of standards, model curricula and assessments as available.

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

- 20% of all classroom teachers will participate in professional development to build an understanding of the new content standards including current resources to identify needs for English language arts, math and social studies.
- First draft of grade 8 social studies will be completed for implementation and feedback.
- Key personnel will participate in regional and state meetings on standards, model curricula and assessments and share information routinely with grades K-12 teachers and leaders.

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]

- Grades 3-12 teachers will be provided with highly qualified professional development to roll-out standards in English language arts, math, social studies and science, including crosswalking/reviewing standards, examining instructional resources and identifying needs.
- Grades K-2 teachers will be provided with highly qualified professional development to roll-out standards in social studies and science, including crosswalking/reviewing standards, examining instructional resources and identifying needs.
- Develop grades K-2 math, social studies and science curriculum guides that align to state model.
- Review grades K-2 English language arts curriculum guides and grade 8 social studies curriculum guide.
- Participate in regional and state opportunities for professional development of standards, model curricula and assessments as available.

*Note: Curriculum guides will include gifted services.

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

- 100% of all grades K-12 classroom teachers will participate in professional development on the new content standards, including examining resources and identifying needs for English language arts, math, social studies and science.
- “Essential learnings” will be identified and paced in grades K-5 science and grades K-5 social studies through job-embedded professional development.
- “Essential learnings” will be identified in grades K-12 math through job-embedded professional development.
- First draft of grades K-2 math, social studies and science curriculum guides will be completed for implementation and feedback.
- Revised grades K-2 English language arts curriculum guides and revised grade 8 social studies curriculum guide will be completed for implementation.
- Key personnel will participate in regional and state meetings on the standards, model curricula and assessments and share information routinely with grades K-12 teachers and leaders.

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]

- Develop grades 3-12 math curriculum guides.
- Review first draft grades K-2 math, social studies and science curriculum.
- Develop grades 3-5 English language arts curriculum guides.
- Develop grades 3-5 science curriculum guides that align to state model.
- Develop grades 3-5 social studies curriculum guides that align to state model.
- “Essential learnings” will be identified in grades 6-12 in science and social studies through job-embedded professional development.
- Participate in regional and state opportunities for professional development of standards, model curricula and assessments as available.

*Note: Curriculum guides will include gifted services.

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

- 100% of all grades K-12 teachers will participate in highly qualified professional development regarding the new core math, English language arts, science and social studies standards and identify resources aligned to the standards.
- First draft of new grades 3-12 math curriculum guides will be completed for implementation and feedback.
- First draft of grades 3-5 English language arts curriculum guides will be completed for implementation.
- “Essential learnings” will be paced-out for grades 6-12 science and social studies.
- First draft of grades 3-5 science and social studies will be completed for implementation and feedback.
- Key personnel will participate in regional and state meetings on the standards, model curricula and assessments and share information routinely with grades K-12 teachers and leaders.

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]

- Develop grades 6-12 English language arts curriculum guides.
- Develop grades 6-12 social studies curriculum guides.
- Develop grades 6-12 science curriculum guides.
- Review and revise grades 3-5 ELA, social studies and science curriculum guides.
- Review and revise grades 3-12 math curriculum guides.
- Participate in regional and state opportunities for professional development of standards, model curricula and assessments as available.
- Key personnel will participate in regional and state meetings on the standards, model curricula and assessments and share information routinely with grades K-12 teachers and leaders.

*Note: Curriculum guides will include gifted services.

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

- 100% of all grades K-12 teachers will have a deepened understanding of all core subjects in English language arts, math, science and social studies.
- 100% of all grades K-12 teachers will have an understanding of new assessments.
- Revisions to first draft grades 3-5 English language arts, grades 3-12 math, grades 3-5 social studies and grades 3-5 science curriculum guides will be completed for implementation.
- First draft of grades 6-12 English language arts, science and social studies will be completed for implementation.

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:

- By August 2012, Fremont City Schools will commit to making the instructional improvement system data available to researchers through the use of a DataDirector, AIMSweb and the Value-Added data system.
- By August 2014, Fremont City Schools will develop strong committed teams of teachers who, by working together, will use DataDirector, AIMSweb and Value-Added data to improve instructional delivery to close the achievement gap and increase learning for all groups of students.
- By August 2014, Fremont City Schools will strengthen and expand the formative assessment process and program by aligning it to the new standards across all grade levels.
- By August 2014, Fremont City Schools will develop and implement innovative education models through partnerships with institutions of higher education both local and global, continually evaluating and improving our education system to give Fremont City Schools students a competitive edge after graduation.

Key Personnel:

Director of Curriculum, Assessment and Staff Development
 Teachers on Special Assignment in Curriculum, Assessment and Staff Development Department
 Principals
 Teachers

Budget:

	<u>Salaries</u>	<u>Retirement</u>	<u>Purchased Services for DataDirector and AIMSweb</u>	<u>Total</u>
Year 1:			DataDirector / AIMSweb: \$67,000	\$ 67,000
Year 2:	\$10,000	\$2,000	DataDirector / AIMSweb: \$55,000	\$ 67,000
Year 3:	\$10,000	\$2,000	DataDirector / AIMSweb: \$55,000	\$ 67,000
Year 4:	\$10,000	\$2,000	DataDirector / AIMSweb: \$55,000	\$ 67,000
Total Costs:				\$268,000

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- **Determine whether the LEA has an Instructional Improvement System that meets the definition established by the USDoE**
- **(For LEAs with a qualifying Instructional Improvement System) Ensure that teachers are using the Instructional Improvement System regularly**
- **Participate in sessions to assist the state in establishing system requirements for an Instructional Improvement System that meets RttT criteria**
- **Participate in the teacher-student data link process to ensure accuracy of value-added data**
- **Participate in professional development on the use of formative assessments**
- **Establish partnership(s) with institution(s) of higher education to implement and/or evaluate innovative education models; in the event higher education institutions are not available for this purpose, establish partnerships with business or community organizations**
- **Cooperate with research/evaluation initiatives as requested**

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

- Provide highly qualified professional development for teachers for AIMSweb, DataDirector, and Value-Added as sources of data and instructional planning for more targeted interventions.
- Continue to analyze quarterly formative assessments for grades 3-10 in all core subject areas.
- Use all sources of student data including quarterly formative assessment data to monitor district and building Comprehensive Continuous Improvement Plans (CCIPs).
- Work with students to monitor their own data and progress.

*Notes: AIMSweb is a reading, math and language assessment and web-based data management and reporting system. It is used for universal screening, progress monitoring and planning instructional interventions.

DataDirector allows K-12 educators to combine multiple data types, OAA, OGT, district assessments, AIMSweb and classroom tests over time to ensure a comprehensive view of data on any or all students. DataDirector will facilitate instructional planning including improved teaching practices; the monitoring of student progress; analyzing core programs and interventions; and the planning of professional development. DataDirector is accessible to researchers and other evaluation initiatives as needed.

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

- 70% of all grades K-12 teachers and administrators will receive highly qualified professional development on AIMSweb and/or DataDirector and will access available data within the system.
- All quarterly formative assessments will be reviewed and revised as necessary to align to district resources and pacing for the new core standards.
- 70% of all grades K-12 teachers and administrators will utilize all sources of data to inform their instructional planning and to monitor building CCIPs.
- 20% of all students will monitor their data and progress toward learning goals in at least one core area.

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]

- Continue to provide highly qualified professional development for teachers on AIMSweb and DataDirector, and Value-Added as sources of data and instructional planning for more targeted interventions.
-
- Revise and implement assessments for grades 3-10 in all core subject areas and provide professional development for staff on new assessments.
- Continue to use quarterly student data to monitor district and building Comprehensive Continuous Improvement Plans.
- Continue to work with students to monitor their own data and progress.

Notes: AIMSweb is a reading, math and language assessment and web-based data management and reporting system. It is used for universal screening, progress monitoring and planning instructional interventions.

DataDirector allows K-12 educators to combine multiple data types, OAA, OGT, district assessments, AIMSweb and classroom tests over time to ensure a comprehensive view of data on any or all students. DataDirector will facilitate instructional planning including improved teaching practices; the monitoring of student progress; analyzing core programs and interventions; and the planning of professional development. DataDirector is accessible to researchers and other evaluation initiatives as needed.

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

- 100% of all teachers and administrators will participate in highly qualified professional development in order to maximize the DataDirector and/or AIMSweb tools at the classroom level to improve instructional planning and delivery.
- District quarterly formative assessments will be revised as core standards are rolled-out, and professional development on new standards and assessments will be provided.
- 100% of all teachers and administrators will utilize all sources of data to improve instructional planning.
- 50% of all students will monitor their own learning goals using data in at least one core subject.

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- **(For LEAs adopting the state Instructional Improvement System) Participate in acceptance testing of the Instructional Improvement System**
- **(For LEAs adopting the state Instructional Improvement System) Participate in professional development on the Instructional Improvement System**
- **Ensure that teachers actively use the Instructional Improvement System at the classroom level**
- **Complete face-to-face and online professional development modules focused on content-specific formative assessments**
- **Evaluate existing district and building formative assessment programs and address areas in need of improvement**
- **Work collaboratively with the state or other participating districts to fully implement an effective formative assessment program**
- **Participate in professional development on new state assessments**

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

- Continue to provide highly qualified professional development for teachers on AIMSweb and DataDirector, and Value-Added as sources of data and instructional planning for more targeted interventions.
- Revise and implement assessments for grades 3-10 in all core subject areas and provide professional development for staff on new assessments.
- Continue to use quarterly student data to monitor district and building Comprehensive Continuous Improvement Plans.
- Continue to work with students to monitor their own data and progress.
- Develop a plan for working with higher education institutions and businesses.

NOTES: AIMSweb is a reading, math and language assessment and web-based data management and reporting system. It is used for universal screening, progress monitoring and planning instructional interventions.

DataDirector allows K-12 educators to combine multiple data types, OAA, OGT, district assessments, AIMSweb and classroom tests over time to ensure a comprehensive view of data on any or all students. DataDirector will facilitate instructional planning including improved teaching practices; the monitoring of student progress; analyzing core programs and interventions; and the planning of professional development. DataDirector is accessible to researchers and other evaluation initiatives as needed.

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

- 100% of all teachers and administrators will participate in highly qualified professional development in order to maximize the DataDirector and/or AIMSweb tools at the classroom level to improve instructional planning and delivery.
- District quarterly formative assessments will be revised as core standards are rolled-out, and professional development on new standards and assessments will be provided.
- 100% of all schools will use student quarterly data to monitor district and building Comprehensive Continuous Improvement Plans.
- 75% of all students use a variety of data sources to monitor the achievement of their learning goals in the areas of English language arts and math.
- A comprehensive plan will be developed and communicated with all stakeholders regarding the process of working with higher education institutions and businesses.

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]

- Continue to provide highly qualified professional development for teachers on AIMSweb and DataDirector, and Value-Added as sources of data and instructional planning for more targeted interventions.
- Revise and implement assessments for grades 3-10 in all core subject areas and provide professional development for staff on new assessments.
- Continue to use quarterly student data to monitor district and building Comprehensive Continuous Improvement Plans.
- Continue to work with students to monitor their own data and progress.
- Begin implementing plan for working with higher education institutions and businesses.

NOTES: AIMSweb is a reading, math and language assessment and web-based data management and reporting system. It is used for universal screening, progress monitoring and planning instructional interventions.

DataDirector allows K-12 educators to combine multiple data types, OAA, OGT, district assessments, AIMSweb and classroom tests over time to ensure a comprehensive view of data on any or all students. DataDirector will facilitate instructional planning including improved teaching practices; the monitoring of student progress; analyzing core programs and interventions; and the planning of professional development. DataDirector is accessible to researchers and other evaluation initiatives as needed.

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

- 100% of all teachers and administrators will participate in highly qualified professional development in order to maximize the DataDirector and/or AIMSweb tools at the classroom level to improve instructional planning and delivery.
- District quarterly formative assessments will be revised as core standards are rolled-out, and professional development on new standards and assessments will be provided.
- DataDirector and AIMSweb will be fully utilized as the central database to process and retrieve data on a regular basis to improve instructional delivery and to identify areas requiring instructional interventions.
- 80% of students will monitor their learning goals in all core areas (English language arts, math, science and social studies).
- The plan for involving higher learning institutions and businesses will be implemented per the timeline.

Assurance Area D: Great Teachers and Leaders

Commitments:

Measure Student Growth

- LEAs commit to implementing the student-level value-added program consistent with the program conducted by Battelle for Kids. This includes supporting professional development and the distribution of value-added reports on an annual basis to all eligible teachers and administrators.
- LEAs commit to identify measures of student growth for grades and subjects that do not receive value-added reports

Evaluation Systems

- LEAs commit to adopting comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple significant factors, and which are aligned with criteria established by the state. Recognizing the complexities of implementing new evaluation systems in a collective bargaining state, LEAs commit to designing revised evaluation systems, implementing pilots, and providing training, with full implementation within four years
- LEAs commit to annual evaluations of all teachers and principals within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluations formats aligned with state criteria
- LEAs commit to using data and results from the evaluation system in the planning of district professional development programs and in the decision-making process for budget development (building and district)
- LEAs commit to using evaluation results in promotion and retention decisions. LEAs commit to implement the Teacher Residency program with Lead Teacher(s) as specified in House Bill 1
- LEAs commit to including evaluation results as a significant input into tenure decisions
- LEAs commit to employing evaluation results as a significant input to removal decisions and will commit to not allowing persistently low-performing teachers and principals to remain once they've been provided with ample opportunities and support to improve

Equitable Distribution of Effective Teachers and Principals

- LEAs commit to collaboratively creating and implementing a plan that provides innovative strategies for placing highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models. (Placement of teachers in such schools will not be based solely on seniority.)
- LEAs will implement recruitment and professional development strategies to increase the pool of effective teachers available in the LEA for hard-to-staff subjects and specialty areas including mathematics, science, special education, English language learner programs; and teaching in other areas as identified by the LEA.

Effective Support to Teachers and Principals

- LEAs commit to implementing the residency program as specified in House Bill 1 with additional, intensive supports for new teachers in the lowest-performing schools.
- LEAs commit to using the state's professional development standards when designing and implementing professional development.
- LEAs commit to using the state's professional development standards when evaluating the effectiveness of professional development.

Goals:

(Insert goals for each of the four Assurance Area D sub-categories: Measure Student Growth; Evaluation Systems; Equitable Distribution of Effective Teachers and Principals; and Effective Supports to Teachers and Principals)

Measure Student Growth:

- During the 2010-2011 school year Fremont City Schools will begin implementing Value-Added data for grades 4-8 in reading and math along with DataDirector which provides longitudinal data for students for years in all core subjects to identify measures of student growth in grades K-12.
- During the 2011-2012 school year Fremont City Schools will begin participating in highly qualified professional development for examining Value-Added data. By October 2011, Fremont City Schools will begin to examine Value-Added reports.

Evaluation Systems:

- During the 2010-2011 school year the district will implement the Teacher Residency program with Lead Teacher(s) as specified in HB1.
- During the 2010-2011 school year Fremont City Schools will pilot the new Ohio Teacher Evaluation System field test.
- During the 2010-2011 school year the Fremont City Schools Board of Education and Superintendent will work with a BASA facilitator in order to implement the Ohio Superintendent Evaluation System.
- During the 2010-2011 school year the district will attend state training on the implementation of the Ohio Principal Evaluation System.
- During the 2010-2011 school year the district will utilize the state gap analysis tool to determine alignment of current teacher evaluation tool.
- During the 2011-2012 school year the district will pilot the final draft of the new Ohio Teacher Evaluation System.
- During the 2012-2013 school year the district will implement new teacher and principal evaluation system.
- During the 2013-2014 school year the district will utilize data from evaluation system to provide ample opportunities and support through professional development for low performing teachers and principals. Evaluation data will guide promotion and retention decisions and, if necessary, persistently low performing teachers and principals will be removed.
- During the 2013-2014 school year the district will utilize evaluation results as significant input into tenure decisions.
- During the 2013-2014 school year district will report progress of evaluation system and aggregated effectiveness ratings to ODE as required.

Equitable Distribution of Effective Teachers and Principals:

- During the 2010-2011 school year the district will create a plan for placing highly qualified teachers in high-poverty, high-minority schools.
- During the 2011-2012 school year Fremont City Schools will collaborate with higher education institutions to create a plan for staff recruitment.
- During the 2012-2013 school year the district will utilize the Ohio Department of Education’s model for teacher recruitment and retention along with interviewing and hiring protocols.

Effective Support to Teachers and Principals:

- By 2010-2011 the district will use the state’s professional development standards when planning and evaluating professional development.
- By 2010-2011 the district will implement the residency program as specified in HB1.
- By 2012-2013 the district will implement the beginning principal mentorship program.
- By 2013-2014 the district will utilize the teacher and principal evaluation system to guide planning, conducting and evaluating of professional development.

*Note: DataDirector allows K-12 educators to combine multiple data types, OAA, OGT, district assessments, AIMSweb and classroom tests over time to ensure a comprehensive view of data on any or all students. DataDirector will facilitate instructional planning including improved teaching practices; the monitoring of student progress; analyzing core programs and interventions; and the planning of professional development. DataDirector is accessible to researchers and other evaluation initiatives as needed.

Key Personnel:

Teachers

Leadership Team Members (Superintendent, District Office Administrators, Principals, Assistant Principals, School Psychologists)

Mentors

Budget:

Mentor Stipends and Mentor Training (Approximately 12 mentors per year)

	<u>Salaries (Stipends for Mentors)</u>	<u>Retirement/Fringe Benefits for Mentors</u>	<u>Purchase Services</u>	(Other) <u>Value-Added Year 1 Only</u>	<u>Total</u>
Year 1:	\$11,370	\$1,923.80	\$706.20	\$4,705	\$18,705
Year 2:	\$8,000	\$1,360.00	\$4,640	0	\$14,000
Year 3:	\$11,000	\$4,640	\$1,100	0	\$14,000
Year 4:	\$11,000	\$4,640	\$1,100	0	\$14,000
				Total Costs:	\$60,705

**LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

Measure Student Growth

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

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

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

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

Measure Student Growth

- Staff will attend highly qualified professional development sessions on the use of DataDirector.
- Utilize all grades K-12 district and classroom student data within DataDirector.
- Assess staff knowledge and awareness of Value-Added.
- Develop a plan for Value-Added professional development to begin in 2011-2012.
- Utilize teacher-student linkage tools to ensure accuracy and quality of Value-Added data.

Evaluation Systems

- A select team including teacher, principal and administrator will attend Ohio Department of Education meetings regarding piloting the Ohio teacher evaluation system.
- District will participate in training on the Ohio principal evaluation system.
- Utilize Ohio superintendent evaluation system.
- Utilize the state gap analysis tool to determine alignment of current and new evaluation system.
- District will implement Teacher Residency program as specified in HB1.

Equitable Distribution of Effective Teachers and Principals

- Establish relationships and procedures with area higher education institutions with teacher education programs for the purpose of recruitment and retention of highly qualified teachers.
- Monitor the equity of teacher assignments and other staffing needs.

Effective Support to Teachers and Principals

- Continue to attend meeting at Ohio Department of Education for professional development standards and residency program.
- Require teacher mentors to participate in Teacher Residency program.
- Continue to support Race to the Top strategies with district professional development plan.
- Assess current professional development to determine if it meets State of Ohio professional development standards.

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

Measure Student Growth:

- 70% of all grades K-12 teachers and administrators will receive highly qualified professional development on DataDirector.
- A timeline, action steps and tools will be developed to systematically provide all teachers in grades 4-8 with the knowledge to utilize Value-Added data to improve classroom instructional delivery.

Evaluation System:

- 100% of certified teacher/principal evaluations will be aligned using the gap analysis tool.
- Select teachers and principal will pilot the state evaluation model.
- 100% of new teachers will be assigned a Lead Teacher as specified in HB1.

Equitable Distribution:

- A communication schedule will be implemented for the purpose of developing and maintaining contacts and relationships with higher education institutions.
- Teacher assignments demonstrate equitable distribution of highly qualified teachers based upon the plan.

Effective Support:

- 100% of Resident Educator mentors will be trained and certified.
- 100% of district professional development plan will meet state, federal and Race to the Top guidelines.

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

- Staff will continue to attend highly qualified professional development sessions on the use of DataDirector.
- Utilize all grades K-12 district and classroom student data within DataDirector.
- Staff will attend highly qualified professional development sessions on Value-Added: staff will analyze Value-Added reports during these meetings.
- Utilize teacher-student linkage tools to ensure accuracy and quality of Value-Added data.

Evaluation Systems

- Pilot final draft of the new Ohio Comprehensive Teacher Evaluation System.
- Develop new evaluation system (teacher, administrator, superintendent) that is aligned to state and federal requirements.
- Provide training for designated employees on the new evaluation system (teacher, administrator, superintendent).
- District will implement Teacher Residency program as specified in HB1.

Equitable Distribution of Effective Teachers and Principals

- Develop a plan with area higher education institutions for the purpose of recruitment and retention of highly qualified teachers.
- Continue to monitor the equity of teacher assignments and other staffing needs.
- Participate in the Ohio Department of Education’s professional development sessions regarding teacher recruitment and retention along with reviewing interviewing and hiring protocols.

Effective Support to Teachers and Principals

- Fully implement Teacher Residency program.
- Continue to train mentors and lead teachers in the Teacher Residency program.
- Continue to support Race to the Top strategies with professional development.
- Continue to assess all professional development linkage to State of Ohio standards for professional development.

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

Measure Student Growth:

- 100% of all grades K-12 teachers will participate in highly qualified professional development in order to maximize DataDirector at the classroom level to improve instructional planning and delivery.
- 50% of teachers in grades 4-8 will be trained in the use of Value-Added data.
- 100% of all students will be correctly linked so teachers can analyze Value-Added data.

Evaluation System:

- By June 2012, teacher, principal and superintendent evaluation systems aligned to state and federal requirements will be completed.
- 100% of evaluators will be trained to implement new evaluation systems.
- 100% of new teachers will be assigned a Lead Teacher as specified in HB1.

Equitable Distribution:

- District will implement plan for recruiting and retaining highly qualified teachers.
- Based upon the plan teacher assignments demonstrate equitable distribution of highly qualified teachers.
- The Human Resources Director will be trained in the Ohio Department of Education's teacher recruitment and retention; and in interviewing and hiring protocols.

Effective Support:

- 100% of Resident Educator mentors will be trained and certified.
- 100% of professional development plan will meet state, federal and Race to the Top guidelines.

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

Measure Student Growth

- **Ensure all teachers have participated in professional development training sessions on the use of value-added data**
- **Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data**
- **Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement**
- **Assess effectiveness of other identified measures of student growth used to supplement value-added data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments**
- **Implement student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests**

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

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

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

Measure Student Growth

- Staff will continue to attend highly qualified professional development sessions on the use of DataDirector.
- Utilize all grades K-12 district and classroom student data within DataDirector.
- Staff will attend highly qualified professional development sessions on Value-Added: staff will analyze Value-Added reports during these meetings.
- Continue to utilize teacher-student linkage tools to ensure accuracy and quality of Value-Added data.
- Include other identifiable measures of student growth used to supplement Value-Added data within DataDirector.
- Evaluate utilization of DataDirector.
- District will take advantage of field test items from Ohio Department of Education (i.e. end of course exams).

Evaluation Systems

- Implement new evaluation systems (teacher, administrator, superintendent) that are aligned to state and federal requirements.
- Provide professional development training for all staff on the new evaluation systems.
- Review current tenure process using the teacher evaluation system per the Ohio Department of Education's requirements.
- Utilize data from evaluation system to provide ample opportunities and support through professional development for low performing teachers and administrators. Evaluation system data will guide promotion and retention decisions and, if necessary, persistently low performing teachers and principals will be removed.
- District will implement Teacher Residency program as specified in HB1.
- Use data and results from Evaluation System in making decisions regarding professional development and budget.

Equitable Distribution of Effective Teachers and Principals

- Continue relationships with area higher education institutions for the purpose of recruitment and retention of highly qualified teachers.
- Continue to monitor the equity of teacher assignments and other staffing needs.

- Provide professional development to select staff on the Ohio Department of Education’s teacher recruitment and retention; and in interviewing and hiring protocols.

Effective Support to Teachers and Principals

- Continue to implement Teacher Residency program.
- Continue to train mentors and lead teachers in the Teacher Residency program. Provide feedback to lead teachers and mentors.
- Train mentors in the principal mentorship program.
- Implement principal mentorship program.
- Continue to support Race to the Top strategies with professional development.
- Utilize the State of Ohio’s professional development standards and results of teacher/principal evaluations in planning, conducting and evaluating professional development.

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

Measure Student Growth:

- 100% of all grades K-12 teachers will participate in highly qualified professional development in order to maximize DataDirector at the classroom level to improve instructional planning and delivery.
- 100% of the teachers in grades 4-8 will be trained in the use of Value-Added data.
- 100% of students’ Value-Added data will be linked to teachers.

Evaluation System:

- 100% of teachers/principals will participate in professional development and utilize standards-based evaluation system.
- A new district tenure plan will be completed reflecting the Ohio Department of Education’s requirements.
- 100% of new teachers will be assigned a Lead Teacher as specified in HB1.

Equitable Distribution:

- District will implement plan for recruiting and retaining highly qualified teachers.
- Based upon the plan teacher assignments demonstrate equitable distribution of highly qualified teachers.
- 100% of select staff will be trained in the Ohio Department of Education’s teacher recruitment and retention; and in interviewing and hiring protocols.

Effective Support:

- 100% of Resident Educator and principal mentors will be trained and certified.
- 100% of professional development will meet state, federal and Race to the Top guidelines.
- The new principal mentorship program will be implemented.

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

- Staff will continue to attend highly qualified professional development sessions on the use of DataDirector.
- Utilize all grades K-12 district and classroom student data within DataDirector.
- Staff will attend highly qualified professional development sessions on Value-Added: staff will analyze Value-Added reports during these meetings.
- Continue to utilize teacher-student linkage tools to ensure accuracy and quality of Value-Added data.
- Continue to include other identifiable measures of student growth used to supplement Value-Added data within DataDirector.
- District will take advantage of field test items from Ohio Department of Education.

Evaluation Systems

- Implement any revisions to evaluation system.
- Utilize data from evaluation system to provide ample opportunities and support through professional development for low performing teachers and administrators. Evaluation system data will guide promotion and retention decisions and, if necessary, persistently low performing teachers and principals will be removed.
- Continue to provide professional development sessions for new staff on evaluation system.
- Report teacher and principal evaluation system data and aggregated effectiveness ratings to Ohio Department of Education as required.
- Use evaluation system data and results for making decisions regarding professional development and budget.
- Implement revised tenure process using teacher evaluation system results.
- District will implement Teacher Residency program as specified in HB1.

Equitable Distribution of Effective Teachers and Principals

- Continue implementing plan with higher education institutions for the purpose of recruitment and retention of highly qualified teachers.
- Review the plan for placing highly qualified teachers in high-poverty, high-minority schools.
- Implement and continue to train select staff in the Ohio Department of Education's teacher recruitment and retention; and in interviewing and hiring protocols.

Effective Support to Teachers and Principals

- Continue implementation and state requirements of Teacher Residency and principal mentorship programs.
- Assess/Analyze effectiveness of Teacher Residency and principal mentorship programs and revise programs as needed.
- Utilize the State of Ohio's professional development standards and results of teacher/principal evaluations in planning, conducting and evaluating professional development.

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

Measure Student Growth:

- 100% of all grades K-12 teachers will participate in highly qualified professional development in order to maximize DataDirector at the classroom level.
- 100% of teachers in grades 4-8 will be trained use Value-Added data.
- 100% of students' Value-Added data will be linked to teachers.

Evaluation System:

- 100% of teachers/principals will utilize standards-based evaluation system showing student growth and reporting effectiveness ratings to the state.
- 100% of teachers/principals will participate in highly qualified professional development that is aligned to evaluation data.
- A new district tenure plan will be implemented using teacher evaluation system results and reflecting the Ohio Department of Education's requirements.
- 100% of new teachers will be assigned a Lead Teacher as specified in HB1.
- 100% of teacher and principal aggregated effectiveness ratings will be reported to ODE as required.
- 100% of teacher and principal promotion, retention and removal decisions will be made utilizing evaluation system data results to help guide decisions.

Equitable Distribution:

- District will implement plan for recruiting and retaining highly qualified teachers.
- A revised plan for the distribution of highly qualified teachers will be developed based upon the analysis of student demographic data.
- 100% of select staff will implement the Ohio Department of Education's plan for recruitment and retention; and for interviewing and hiring protocols.

Effective Support:

- 100% of Resident Educator and principal mentors are trained and certified.
- 100% of professional development will meet state, federal and Race to the Top guidelines.
- 100% of teacher and principal evaluation system data will guide planning, conducting and evaluating of professional development.

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:

Not Applicable

Please note that the district is interested in learning more about STEM opportunities.

Key Personnel:

Not Applicable

Budget:

Not Applicable

**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]

Not Applicable

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

Not Applicable

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]

Not Applicable

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

Not Applicable

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]

Not Applicable

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

Not Applicable

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]

Not Applicable

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

Not Applicable

Race to the Top Project Budget Table

AREA A - Transformation Team & Communications Fremont City

Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	0	0	0	0	0
Retirement/ Fringe Benefits (200)	0	0	0	0	0
Purchase Services (400)	0	0	0	0	0
Supplies (500)	0	0	0	0	0
Capital Outlay (600)	0	0	0	0	0
Other (800)	0	0	0	0	0
9. Total Costs	0	0	0	0	0

Race to the Top Project Budget Table**ASSURANCE AREA B - Standards & Assessments: Fremont City**

Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	14,500	23,000	23,000	23,000	83,500
Retirement/ Fringe Benefits (200)	4,500	3,000	3,000	3,000	13,500
Purchase Services (400)	0	2,937	2,937	2,939	8,813
Supplies (500)	0	0	0	0	0
Capital Outlay (600)	0	0	0	0	0
Other (800)	0	0	0	0	0
9. Total Costs	19,000	28,937	28,937	28,939	105,813

Race to the Top Project Budget Table**ASSURANCE AREA C - Using Data to Improve Instruction: Fremont City Schools**

Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	0	10,000	10,000	10,000	30,000
Retirement/ Fringe Benefits (200)	0	2,000	2,000	2,000	6,000
Purchase Services (400)	67,000	55,000	55,000	55,000	232,000
Supplies (500)	0	0	0	0	0
Capital Outlay (600)	0	0	0	0	0
Other (800)	0	0	0	0	0
9. Total Costs	67,000	67,000	67,000	67,000	268,000

Race to the Top Project Budget Table**ASSURANCE AREA D- Great Teachers and Leaders: Fremont City Schools**

Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	11,370	8,000	11,000	11,000	41,370
Retirement/ Fringe Benefits (200)	1,924	1,360	1,900	1,900	7,084
Purchase Services (400)	706	4,640	1,100	1,100	7,546
Supplies (500)	0	0	0	0	0
Capital Outlay (600)	0	0	0	0	0
Other (800)	4,705	0	0	0	4,705
9. Total Costs	18,705	14,000	14,000	14,000	60,705

Race to the Top Project Budget Table

ASSURANCE AREA E - Turning Around the Lowest Achieving Schools: Fremont City Schools

Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	0	0	0	0	0
Retirement/Fringe Benefits (200)	0	0	0	0	0
Purchase Services (400)	0	0	0	0	0
Supplies (500)	0	0	0	0	0
Capital Outlay (600)	0	0	0	0	0
Other (800)	0	0	0	0	0
9. Total Costs	0	0	0	0	0

**Race to the Top Summary Budget Table
Fremont City Schools**

Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	25,870	41,000	44,000	44,000	154,870
Retirement/ Fringe Benefits (200)	6,424	6,360	6,900	6,900	26,584
Purchase Services (400)	67,706	62,577	59,037	59,039	248,359
Supplies (500)	0	0	0	0	0
Capital Outlay (600)	0	0	0	0	0
Other (800)	4,705	0	0	0	4,705
9. Total Costs	104,705	109,937	109,937	109,939	434,518