

FREMONT CITY SCHOOLS DISTRICT GOALS:

1. Increase student achievement.
2. Close socio-economic, ethnic and disability gaps in student achievement.
3. Build hope, trust and respect with our community.

*Race to the Top Strategies

FREMONT CITY SCHOOLS
District Comprehensive Continuous Improvement Plan
2010-2011

	YEAR TWO: 2010-2011	Lead	Cost/Source	End Year Outcomes
TOPIC Complete Contract Negotiations	By February 2011 begin FEA & OAPSE contract negotiations.	T. McCaudy C. Opelt		All employee contracts were BOE approved on April 18, 2011.
Open New Fremont Middle School / Reorganize MS / Elementary Buildings	Continue to work with Fanning-Howey Architects, Touchstone Construction Manager, prime contractors and district committees for the purpose of constructing new middle school.	T. McCaudy	\$27 Million OSFC/GF	The building is on budget and scheduled to open on time. A partnering meeting took place in July for the purpose of closing out the entire building project.
	Prepare for move by following FMS Project Transition Plan.			A transition plan was developed and monitored by the FMS Transition Plan Team. Regular communications took place throughout the year with staff and parents.
STRATEGIES Implement Standards-Based Framework for Instruction	*Develop and implement a model for HQPD to roll out the new core standards in language arts in grades K-2.	A. Miller	N/A	Provided job imbedded HQPD to teachers in grades K-2 on new standards in ELA (November 2010 through March 2011).
	*By June 2011 develop a timeline for the roll out of core math standards K-2.			Provided job imbedded HQPD to teachers in grades K-2 on new standards in math (April 2011).
	*By June 2011 provide HQPD for the roll out of social studies grade 8 new core standards.			Provided job imbedded HQPD to 8 th grade social studies teachers on new standards (January 2011).
	*Participate in regional and state opportunities for HQPD for standards and model curricula.			TOSAs attended ODE sponsored regional training on Common Core State Standards in March and June 2011. Fremont Ross AP teachers attended RtT sponsored training in June 2011.
Deeply Align Standards-Based Curriculum	By August 2010 implement the Financial Literacy and College Awareness Curriculum Guide in grade 8.	A. Miller	\$53,629.20 GF \$18,370.80 RtT	Implemented Financial Literacy and College Awareness Curriculum Guide for grade 8 with minor revisions.
	By October 2010 the district will implement curriculum guides for K, 1, 2, = ongoing per quarter: 7 & 8 ELA.			K-2 and grade 7 ELA curriculum guides were implemented.

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STRATEGIES Deeply Align Standards-Based Curriculum (cont.)	By October 2010 the district will develop topic pacing for curriculum guides for math 7 (H) and social studies grade 8 & science 7 & 8. (Curriculum guides by July 30.)			Math pacing was developed, implemented and revised for grade 7. Installments for grade 7 science curriculum topics were developed and implemented. Social studies grade 8 have been “on hold” with revisions to take place with Common Core State Standards.
	By October 2010 develop and implement curriculum guides for science.			Science curriculum topics were developed. Curriculum guides to be developed with new content standards.
	By June 2011 the district will develop wellness (PE/health) curriculum K-12.			The K-12 PE curriculum guide was developed and will be utilized during the 2011-2012 school year. Health curriculum will be developed in 2011-2012.
	Continue to follow textbook adoption cycle and selection processes as outlined in the Board approved Curriculum Management Plan (in CQCC binder).		\$350,551 GF	The district approved, adopted and purchased materials for Reading Edge, Gifted Education and Library. New textbooks adopted for Careers, Integrated Application Technology, Computer Technology (grade 8), Accounting, AP European History, Digital Photography and Industrial Engineering. A revised textbook adoption/review cycle was developed to reflect Common Core State Standards.
Implement Identified Research Based Instructional Strategies	Continue to provide HQPD for instructional practices identified by buildings (CLC, Marzano, Reading Edge, Balanced Literacy, enVision Math).	A. Miller	\$20,000 Title IS Set aside DI	Balanced Literacy PD was provided to all Kindergarten teachers. Reading Edge training was provided for FMS staff. enVision Math training was provided during January PD Day. Adult Implementation: 79.6% Instructional Strategy 86% Curriculum Guides 97.4% enVision Math 67.8% Technology
Analyze District Data to Inform Instruction and Guide Interventions (Remediation & Enrichment)	*By September 2010 provide HQPD for DataDirector as a tool for using data.	A. Miller	(DataDirector) \$35,000 RtT \$564.00 Title IID	DataDirector HQPD was provided in January 2011.
	*Analyze current assessment tools to determine effectiveness and develop new assessments as needed.			Quarterly assessments were entered into DataDirector to provide timely information for interventions. Adult Implementation: 93.3%

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STRATEGIES Analyze District Data to Inform Instruction and Guide Interventions (Remediation & Enrichment) (cont.)	By September 2010 develop protocols for utilizing teacher collaboration time at all levels.	A. Miller	\$92,000 6BS (Focused Intervention) \$18,370.80 GF (Summer School Programming)	Completed schedule for collaboration and shared with Leadership in August 2010.
	By October 2010 complete district planning for focused intervention.			A review of data indicated models at Ross, Croghan and Stamm were more successful than others. Will need to replicate monitoring of focused intervention for the upcoming school year. Focused intervention was implemented at all nine buildings. Four out of six schools with SWD subgroup met AYP in reading. Three out of six with SWD subgroup met AYP in math. Stamm and Ross met AYP in all subgroups. Croghan made AYP in all except math – All and reading – multi-racial.
	Continue to provide Downey Walk-through Training/support sessions to administrators. By December 2010 provide Downey Walk-through Training to select teachers.			Completed administrative walk-through schedule for district led walk-throughs. Teachers representing all nine buildings were trained on the Downey Walk-through model on October 25 th .
	Continue to provide examining work training sessions for administrators.			A modeling and protocol for principals to utilize at buildings was presented on November 15 th .
Integrate Technology in Instruction, Assessments, Administration and Program Design by Implementing Technology Plan	Continue to build skills of teachers teaching with technology through ongoing support groups.	A. Miller	\$13,506.50 GF from RttT Changes Plus \$21,910.81 GF Software Licensing (Office 2010 Windows 7) \$110,000 GF \$40,000 Erate	Provided after-school technology sessions for all staff.
	By December 2011 identify technology research-based strategies and provide HQPD to teacher cohort in a <i>Train the Trainer</i> model (1st cohort + additional 12 TBD).			The eLearning team participated in year-long Saturday PD sessions to become district trainers in SMART technology.
	Provide HQPD to all staffs in effective use of district technology.			The eLearning team provided HQPD throughout the year on SMART notebook technology. They provided district-wide HQPD on March 4 th . Survey results indicated a very successful PD delivery model.

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STRATEGIES Identify and Implement Support Structures for Student Success	Create a comprehensive plan for implementation of Flex Credit during the 2011-2012 school year.	A. Miller	N/A	The Flex Credit Plan was developed and approved by CQCC for utilization in the 2011-2012 school year. All policies/guidelines have been revised to align with Flex Plan.
	Identify “at risk” students based “on target” indicators and utilize intervention plans developed for those students (7-12).	T. McCaudy	N/A	Students were identified and intervention plans developed and monitored. FMS and Ross are working on modifications for the upcoming school year.
	*Establish a universal definition and implementation plan for RTI elements (universal screener: AIMSweb, core curriculum, progress monitoring, interventions/documentation, teacher-based teams).	T. Cullen	\$32,000 (AIMSweb) RttT	A RTI Framework completed. The Logistics Planner is in place at all elementary buildings. Three screeners were completed and K-6 students were progress monitored using AIMSweb data.
	*Provide HQPD for K-6 teachers and administrators on AIMSweb to access available data within system.	T. Cullen		A total of 100% of K-6 teachers and administrators were trained on AIMSweb. All K-6 administrators and BLTs were trained for the purpose of accessing data reports for their buildings.
	Provide HQPD to all elementary staffs on the RTI model/elements.			All seven elementary buildings were trained on RTI model and data collection.
	Define IAT process that includes forms and procedures. Provide HQPD to all staffs.			All FCS buildings were trained on IAT/SAT process and forms.
	Define the 504 process that includes forms and procedures. Provide HQPD to all staffs.			All FCS 504 forms and procedures were updated to align with revised policies and procedures. All buildings were also trained on new forms.
	Develop a comprehensive transition plan from home, PK, K, ES, MS, HS.			All eligible children identified and served by third birthday. Protocols for PK-K transitions developed. Student data was shared between K-6 staff. Transition meetings were held for 6 to 7 and 8 to 9 students on IEPs and 504 plans. All students in grades 7 through 12 were hand scheduled for the upcoming school year.
	Continue to improve ACE Mentoring Program.			ACE served 62 students in grades 9-12. All seniors graduated with five receiving \$500 each in scholarship money for college. Mentor list included a variety of community members along with FCS staff. Grant money was secured from United Way and Heinz Corporation.

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STRATEGIES Identify and Implement Support Structures for Student Success (cont.)	Implement College Awareness Plan components.			FCS web site now includes links to college information. A college plan was implemented in grades K-12. College visits took place for all students in grades 7-10.
Implement Full Day Kindergarten	Kindergarten teachers will continue HQPD for implementing curriculum within a full-day framework.	A. Miller	N/A	Revised curriculum and assessments developed through monthly collaboration meetings held before school.
Implement Focused Support for First Grade	Continue to provide a comprehensive support model for first grade (HQT, HQPD, lower class size, parent academy, Full Circle Reading, First Grade Literacy Coach).	A. Miller	N/A	Teachers participated in year-long HQPD for Balanced Literacy. First grade assessments developed to support standards-based quarterly report card.
	Review data from comprehensive evaluation process for first grade.			The Holly Kaptain report was reviewed and utilized for curriculum writing in grades K-2.
Improve Internal Climate and Culture & Increase Parent/Community Engagement	Continue to implement and monitor district safety plan.	K. Theller	\$3,000 GF (Misc. Supplies) \$10,000 PI (Radios) \$27,500 PI MS/HS (Cameras)	<ul style="list-style-type: none"> • 100% of building hand held radios narrow band compatible • All seven elementary building offices completed with video surveillance • 100% of K-6 students received bus safety training • 625 5th and 9th grade students received railroad safety training • 319 9th graders received Internet safety training • 335 2nd graders received dog safety training • Ice safety training conducted for all K-6 students at all seven elementary schools • Drill records indicate a 90% completion rate for district standards
	Implement and monitor new student dress code policy.	T. McCaudy	N/A	The student dress code policy was implemented in grades K-11 this year. Concerns and clarifications were shared at monthly A.T. meetings. The committee reviewed data and feedback about current policy. The committee recommended policy revisions to the Policy Committee and BOE. The BOE approved the revised student dress code policy on March 28 th . A communications plan was developed and implemented. Funds have been secured for gift cards for select families for the 2011-2012 school year.

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STRATEGIES Improve Internal Climate and Culture & Increase Parent/Community Engagement (cont.)	Collect and monitor student attendance and behavior data. Analyze data to identify target areas for improvement. Implement strategies for improving student attendance and behavior.	T. Cullen	TBD	<p>Attendance Year-End Data</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Atk</td> <td style="width: 15%;">95.3</td> <td style="width: 20%;">Stamm</td> <td style="width: 15%;">94.6</td> </tr> <tr> <td>Crog</td> <td>95.2</td> <td>Wash</td> <td>96.0</td> </tr> <tr> <td>Hayes</td> <td>94.9</td> <td>FMS</td> <td>94.2</td> </tr> <tr> <td>Lutz</td> <td>95.9</td> <td>Ross</td> <td>93.4</td> </tr> <tr> <td>Otis</td> <td>95.1</td> <td>District</td> <td>94.7</td> </tr> </table> <p>Project Attend court hearings were held weekly. Weekly attendance monitored and communicated to staff and families.</p> <p>Behavior Year-End Data</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>OSS</u></th> <th style="text-align: center;"><u>EXPULSIONS</u></th> </tr> </thead> <tbody> <tr><td>Atk</td><td style="text-align: center;">30</td><td style="text-align: center;">0</td></tr> <tr><td>Crog</td><td style="text-align: center;">59</td><td style="text-align: center;">0</td></tr> <tr><td>Hayes</td><td style="text-align: center;">13</td><td style="text-align: center;">0</td></tr> <tr><td>Lutz</td><td style="text-align: center;">15</td><td style="text-align: center;">0</td></tr> <tr><td>Otis</td><td style="text-align: center;">20</td><td style="text-align: center;">0</td></tr> <tr><td>Stamm</td><td style="text-align: center;">19</td><td style="text-align: center;">0</td></tr> <tr><td>Wash</td><td style="text-align: center;">2</td><td style="text-align: center;">0</td></tr> <tr><td>FMS</td><td style="text-align: center;">118</td><td style="text-align: center;">3</td></tr> <tr><td>Ross</td><td style="text-align: center;">145</td><td style="text-align: center;">0</td></tr> <tr><td>District</td><td style="text-align: center;">421</td><td style="text-align: center;">3</td></tr> </tbody> </table> <p>A total of 49 expulsion hearings were held during the 2010-2011 school year. District-wide data format created to show trends by incident, grade level and building. Buildings will work on improving specific behaviors next year. Information will be included and monitored on Building CCIPs.</p>	Atk	95.3	Stamm	94.6	Crog	95.2	Wash	96.0	Hayes	94.9	FMS	94.2	Lutz	95.9	Ross	93.4	Otis	95.1	District	94.7		<u>OSS</u>	<u>EXPULSIONS</u>	Atk	30	0	Crog	59	0	Hayes	13	0	Lutz	15	0	Otis	20	0	Stamm	19	0	Wash	2	0	FMS	118	3	Ross	145	0	District	421	3
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Continue to refine recognition program for students, staff, parents and community supporters.	C. Opelt	\$5,000 GF	A total of 144 individual staff, students and community members were recognized during the BOE meetings. Ninety-one percent (91%) of surveys collected were “satisfied” or “very satisfied” with the service they received from FCS front office staff, students and other staff. The following groups/events were recognized at BOE meetings: nurses, bus drivers, counselors, music/art teachers, volunteers, librarians, mentors, American Education Week, Teacher Appreciation Week; PTO perfect attendance and retirements. Five employees received the new Giant Step Award and three teachers were honored at the Gold Medal Banquet.																																																						
Develop a student interest survey and create extra-curricular activities based on survey results (K-12).	C. Opelt	TBD	Results from a student interest survey showed 59% of our grades 6-12 students do not participate in an extra-curricular club. End of the year extra-curricular data showed 42 athletic programs and 41 clubs were offered to all FMS and Ross students. Fourteen clubs were offered to elementary students. Make a Difference Club was added in February to Ross High School.																																																						
Establish a PK-12 district-wide parent-teacher conference format and regular school-to-home communications.	C. Opelt	N/A	All buildings received a consistent parent/teacher format along with parent tips to distribute to all parents. Ninety-eight percent (98%) of surveys completed by parents during conferences were either “satisfied” or “very satisfied” with the service they received from FCS, professionalism during the conference and communication of the child’s progress.																																																						

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STRATEGIES Improve Internal Climate and Culture & Increase Parent/Community Engagement (cont.)	Develop district-wide staff and student manner/respect protocols.	C. Opelt	N/A	Three communication protocols were developed and shared with Leadership: <ol style="list-style-type: none"> 1. 98% of the staff made positive phone calls home (one during first two weeks and one additional each quarter). 2. 82.8% of staff and 88.9% of students used manner and respect protocols. 3. Elementary buildings participated in learning names of staff members and job duties. 4. Visitor surveys showed 83% of staff and 75% of students greeted visitors while in the building.
	Work with the ODE Healthy Schools Institute to refine and implement coordinated school health plan (include health barriers to learning).	T. McCaudy	TBD	The HI Team met with ODE on two separate occasions in Columbus. All improvement strategies were included on the district CCIP or department CCIPs. Data was collected and shared with the ODE. The HI Team created improvement strategies for next year and all components are included on the 2011-2012 district CCIP.
	Continue to refine work of FCE Team.	A. Miller	N/A	The Family and Civic Engagement Team met on a regular basis to review progress of CCIP with a focus on strategies supporting increased graduation. This committee is no longer obligated to meet per the ODE.
	Continue to refine work of Business Advisory Council.	T. McCaudy	N/A	The BAC identified focus areas for the 2010-2011 school year: <ol style="list-style-type: none"> 1. Transportation 2. Facilities (building configuration, district office relocation, aging facilities) 3. Communications/PR 4. Finances <p>The BAC met each month to discuss concerns with the four areas. The BAC made recommendations to the BOE regarding transportation and district office relocation. The BAC will revisit building reconfiguration during the 2011-2012 school year.</p>
	*Develop a Race to the Top Transformation Team that will meet on a regular basis for the purpose of developing and monitoring the plan.	T. McCaudy		The Superintendent and FEA President developed a team in February 2010. The RttT Transformation Team met on a regular basis to complete RttT MOU and RttT Plan. The RttT Plan was submitted and approved by the ODE in Fall 2010. The RttT Transformation Team completed by-laws and a communication plan. A RttT page was designed for the intranet. This page includes monthly meeting dates, meeting minutes, by-laws, RttT newsletters and other pertinent information. Team members attended two regional meetings. The RttT Plan and Budget were updated and submitted to ODE on June 3 rd .
	*By February 2011 the Race to the Top Transformation Team will develop and begin implementing a comprehensive communications plan that includes a monthly update during a public BOE meeting for the purpose of sharing RttT Plan and progress reports.			The RttT Transformation Team developed a communications plan. Monthly updates are provided to the BOE and staff received information about RttT during their February and March 2011 staff meetings.

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STRATEGIES Create Supportive and Efficient Human Resource Services	Continue to implement comprehensive communications/public relations plan.	C. Opelt	\$12,000 GF	The Communication Committee completed the following initiatives on the communication plan: 1. <u>District Newsletter</u> : Ten issues were distributed with additional drop-off sites added. 2. <u>Press Releases</u> : 349 releases printed in the <i>News Messenger</i> . 3. <u>Staff Newsletter</u> : Nine issues of the "Purple Press" were created for staff. 4. <u>Focus on Fremont</u> : Four episodes completed and posted on the web site and aired on Time Warner. 5. <u>Marketing Brochure</u> : Final draft completed for the district marketing folder and brochure. 6. <u>Alumni</u> : A total of 1,688 Facebook Fans are linked to the Alumni page and 698 Alumni registered on our website. Two alumni newsletters were distributed. 7. <u>Radio</u> : December through June FCS calendar of events were announced on WFRO during "What's Happening." 8. <u>Staff Recognition</u> : Giant Step Award program completed with five staff members receiving the Giant Step Award. 9. <u>District Calendar</u> : 2011-2012 district calendar completed with a Health and Wellness theme.
	Refine and expand parent engagement plan for elementary students (K-2).	A. Miller	\$784 Title IA \$442 Title IAS	Kindergarten and first grade parent expectation meetings were held throughout the year. Parent Academy meetings were held on a quarterly basis. Need to revise model in order to increase attendance.
	*Develop a plan to implement the residency program as defined by HB1.	C. Opelt	\$14,000 RttT	Thirteen Entry Year Teachers completed their residency and received their five-year provisional license.
	*Develop a plan for creating a new teacher/administrator evaluation process that includes RttT components.			Pilot teacher evaluation trainers completed all three phases of the field test training in Columbus and utilized the tool with the four pilot teachers. T. McCaudy and D. Hirt completed all three phases of the ODE Principal Evaluation Pilot. The BOE and T. McCaudy completed two phases of the ODE Superintendent Evaluation Pilot.
	*Utilize the state GAP analysis tool to determine alignment of current teacher evaluation tool.			Select team attended pilot training in Columbus and completed the GAP analysis tool.
	Continue training district leaders on current teacher evaluation forms.			All staff evaluation timelines and procedures were shared with Leadership in August with 100% of staff evaluations completed for the year.
	*Continue to evaluate and revise recruitment/retention plan for minority staffing.		\$5,000 Title IIA	Worked with four local universities and placed 41 student teacher and methods students. Wrote a letter of endorsement for Bowling Green State University and the Federal Special Education Pre-Service Program Improvement Grant Project Content Acquisition for Special Educators. Three minority teachers were hired for the 2010-2011 school year.
	*Create a plan for placing highly qualified teachers in high-poverty, high-minority schools.			Twenty-two (22) teachers were moved for the 2011-2012 school year to monitor the equity of teacher assignments and other staffing needs.

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STRATEGIES Create Supportive and Efficient Human Resource Services (cont.)	*LPDC Committee will utilize state's professional development standards when evaluating professional development.			LPDC met and approved 94 IPDPs. Thirty-three (33) licensure reviews were completed and approved with the ODE.
	*Develop a teacher licensure committee for the purpose of defining new licensure requirements and procedures for obtaining licenses.		TBD	Master Teacher Committee established a timeline and began a cohort with 28 teachers participating.
	*Collaborate with higher education institutions to create a plan for staff recruitment.			Attended teacher recruitment fairs with BGSU and UT.
Provide Facilities/Operations to Support Student Learning	Continue to complete facility and athletic projects per the Five-Year Facility/Athletic Project Plan.	K. Theller		Three replacement busses have been purchased for the district utilizing PI dollars for a total of \$276,009.00. Facility PI projects completed: Hayes fence replacement; Atkinson overhang repair; Otis office blinds; security pad for Nautilus area; narrow band repeaters; boiler dryer at Atkinson; security keypads updated at six buildings; Ross Library blinds; fence replacement at Croghan; Otis parking lot sealing; Washington seam trap survey; replaced front stoop and steps; lawnmower for district; snow plow for district and radio upgrades for district. All completed projects total \$67,363.00.
Develop a Communication/Coordination Process for TBT, BLT & SP Team	Identify roles & responsibilities of TBT, BLT and SP Team. Develop meeting/reporting tools & dates. Provide HQPD to all teams.	T. McCaudy	N/A	A training session took place with principals and BLTs in September 2010. The BLT meeting notes are shared with the RtT Transformation Team on a regular basis. The BLTs completed end-year evaluations so training can be determined for next year.