

Ohio

Investing in Student Success



LEA Scope of Work

LEA Name:

Coventry Local School District

LEA IRN:

049999 YEAR 3

LEA Contact:

Lisa A. Blough

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

Ohio | Investing in Student Success

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 American Recovery and Reinvestment Act, more specifically the Race to the Top Fund, has provided Coventry Local Schools with an amazing opportunity to develop, maintain, and sustain conditions for true educational reform and innovation. Through the Race to the Top program, Coventry Local Schools will work to establish and implement innovative approaches that transform the educational conditions in our district. By 2014, all students will be active participants in their educational journey. By engaging, motivating, and empowering students, Coventry's RttT initiatives will allow us to prepare them to be successful in an ever-changing world. Students will be both college and career ready. By 2014, all teachers and administrators in Coventry Schools will effectively utilize meaningful data to improve instruction, resulting in positive and significant student achievement. Through collaborative efforts, all teachers and administrators will focus on clear expectations, long-term gains, and increased productivity and effectiveness. Coventry Local Schools will be able to uphold the innovative initiatives developed through the RttT program by cultivating on-going and valuable relationships with all stakeholders. Coventry's successes will be sustained through a clear plan that focuses on effective implementation methods and time lines, collaboration, support, performance monitoring, and constant communication.

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

1. Coventry's teachers and administrators need to become familiar with the revised standards.
2. Access to professional development regarding the new standards and for transitioning to the new standards must be provided.
3. Additional gaps to address: Time, money, determining involvement, investigating and committing to resources for professional development.

Using Data to Improve Instruction

1. Currently, instructors in grades 3 through 8 have access to real-time data tools; the issue is how we move to the full implementation of using data to improve instruction district-wide.
2. Additional gaps to address: Communication, predicting future needs alignment with other district initiatives, time, money, and resources.

Great Teachers and Leaders

1. The process in developing a new constructive evaluation tool will be complicated and arduous.
2. We must negotiate with the collective bargaining unit to adopt the new tool once it is developed.

- 3. We may need to achieve access to information regarding pilot programs and opportunities.
- 4. Additional gaps to address: Time, money, and resources.

Turning Around the Lowest-Achieving Schools

1. This section is not applicable to the Coventry Local School District.

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?*

Through our district's most recent work and involvement in the Ohio Improvement Process (OIP), Coventry has leapfrogged from an "Effective" rating on the 2009 state report card to an "Excellent with Distinction" designation in 2010. As a result of the OIP initiatives, our stakeholders are focused on improving student performance. The Ohio Improvement Process (OIP) has initially provided the foundation that our district needed to ensure that systemic improvement efforts resulted in meaningful and effective practices. The practices that have been implemented, specifically in grades 3 through 8, thus far include: developing clear and focused curriculum guides, establishing and communicating clear learning targets, creating and implementing short-cycle assessments that focus on higher-order thinking capabilities, utilizing real-time performance data, and providing meaningful and timely intervention to all students.

The Race to the Top program will provide Coventry with the avenue we desperately need to not only maintain and sustain these initiatives in grades 3 through 8, but also more importantly, to expand and involve all educators in kindergarten through twelfth grade. By focusing on the four core areas of educational reform outlined in the RttT Scope of Work, Coventry believes our instructional and performance efforts will not only continue but will also significantly improve in the future.

(Please see Appendix A, Narrative – Success Factors and Possible Risks)

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:

1. Transformation Team Meetings:

- Initially, we will meet as needed to develop the plan.
- Upon approval, the Transformation Team plans to meet quarterly to monitor and evaluate the implementation of the plan.

2. Communication:

- We plan to create a RttT web page, which will be maintained on a consistent basis.
- Formal communication will include: yearly informational meetings with all stakeholders, monthly board updates, and building-level communication.
- Informal communication will include: e-mail updates and one-on-one meetings.

Key Personnel: [List Transformation Team members and roles]

Jenna Bates, Chairperson and Teacher; Joanne English, CEA President and Teacher; Richard Dudley, Teacher; Melissa Ostrowski, Director of Special Services; Lisa Blough, Director of Curriculum and Instruction; Don Schenz, Principal; Cindy McDonald, Principal; Amy Senderak, Teacher

Budget:

Substitute Coverage: \$7,994.00, Professional Meeting Conferences and Expenses: \$2500.00, Meeting Supplies: \$2500.00, Capital Outlay: \$5000.00 (Please see Appendix B, Budget Details and Clarification)

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]

1. By October 2010, form a local Race to the Top Transformation Team with at least half of the team members being teachers.
2. Ensure that team members provide oversight for local RttT efforts by meeting to review, evaluate, and revise the SOW efforts and programs on a semi-annual basis each year; including the revision and update process through the Ohio Department of Education.
3. By January of each program year, the Transformation Team, using a goal-based evaluation process, will evaluate their work to determine if the team is fulfilling its purpose during years 2, 3, and 4; and fine-tune their efforts accordingly.
4. By October 2010, develop and implement a comprehensive RttT communication plan.
5. On a monthly basis, the Transformation Team will communicate to the community the progress made toward meeting district RttT commitments; and
6. On a monthly basis, provide an update on the progress of the RttT Scope of Work to the local board of education.

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

1. By the end of May of each school year, the Transformation Team will meet to evaluate team efforts; the evaluation measures will involve conducting goal-based and outcome-based evaluation methods which will involve an in-depth data collection and analysis systems. The data collected may include an accumulation of the following information: stakeholder surveys, checklists, observations, focus groups, pilot studies, review of meeting minutes and progress toward intended work, web site tracker data, and student performance data from local and state assessments.
2. On a semi-annual basis (December and May) the Transformation Team will oversee any additional committees and/or activities that may be formed through the process; and
3. By the end of May of each school year, the Transformation Team will gather feedback from stakeholders regarding the communication and progress of the plan.

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:

1. Coventry Local Schools will actively participate in state and local professional development on the new academic content standards.
2. Coventry Local Schools will contribute teacher and principal time to participate in a well-defined process for aligning the new standards to existing curricula and other district initiatives.
3. Coventry Local Schools will commit time and resources for staff and administrators to participating in state-led professional development as it aligns with the district's SOW and the goals associated with the RttT initiatives.
4. Coventry Local Schools will commit to revising existing local curricula in order to align with the new state standards.

Key Personnel:

Curriculum Department, All Core-content Area Teachers, Administrators

Budget:

Substitute Coverage: \$39,734.00; Meeting Supplies: \$3,000.00 (Please see Appendix B, Budget Details and Clarification)

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

7. Become familiar with the new standards in English language arts, mathematics, science and social studies
8. Participate in professional development opportunities on the new standards
9. 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]

1. The district will familiarize K-2 and 9-12 educators with the new standards in English language arts, mathematics, science, and social studies by meeting with appropriate teachers and administrators in conjunction with county educational service center representatives.
2. K-12 educators will attend professional development opportunities on the new standards, model curriculum, curriculum guides, Clear Learning Targets, and Short-Cycle Assessments.
3. The Curriculum Department will use the curriculum models and the crosswalk documents to begin analyzing our current curriculum for needed changes.
4. The Curriculum Department, all kindergarten teachers and the building administrator will develop/update curriculum guides/maps based on the new standards. The revised curriculum guides will be communicated via the district web site and adopted by the board of education within 2 months after revision is completed. Time will be provided to give all stakeholders opportunity for feedback through the district's web site comment link and through face-to-face meetings with district's curriculum department within that 2 month time frame.
5. The board of education updated quarterly either through presentations/demonstrations at the local meetings or through the district's RttT web site (www.coventryschools.org/News/RacetotheTop/tabid/792/Default.aspx).
6. All kindergarten teachers and administrators will establish Clear Learning Targets.
7. Teachers and administrators will participate in RttT related professional development opportunities offered by the Ohio Department of Education that directly support the development and ongoing implementation of the district's SOW needs and commitments.

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

1. By December 2010, the Curriculum Department, along with K-2 core educators, will have completed its gap analysis based on the new standards.
2. By January 2011, the Curriculum Department, along with the 9-12 core educators, will have completed its gap analysis based on the new standards.
3. By June 2011, all kindergarten educators will have completed their curriculum mapping and development of Clear Learning Targets based on the new standards.
4. By August, 2011 all kindergarten educators will have access to finalized curriculum guides/maps and Clear Learning Targets through the district's web-based curriculum connector program.
5. Teachers and administrators participating in state-led professional development will turn in evidence of their participation in approved professional development opportunities.

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

10. Ensure all educators are familiar with the new standards in English language arts, mathematics, science and social studies
11. Participate in professional development on the standards, associated curriculum models and new assessments
12. 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

- 13. Participate in professional development and/or pilot project opportunities on formative assessments and performance-based assessments**
- 14. 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]

- 1. All K educators will utilize the updated curriculum guides/maps and Clear Learning Targets for the purpose of planning, teaching, and assessing.
- 2. All kindergarten educators will develop Short-cycle Assessments based on Clear Learning Targets, curriculum guides, and new standards.
- 3. All 1st grade teachers and administrators, along with the district's curriculum department, will develop/update curriculum guides based on the new standards. The revised curriculum guides will be communicated via the district web site and adopted by the board of education within 2 months after revision is completed. Time will be provided to give all stakeholders opportunity for feedback through the district's web site comment link and through face-to-face meetings with district's curriculum department.
- 4. All 1st grade teachers and administrators will establish Clear Learning Targets based on the state's new standards.
- 5. Teachers and administrators will participate in RttT-related professional development opportunities offered by the Ohio Department of Education that directly support the development and ongoing implementation of the district's SOW needs and commitments.

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

- 1. During the 2011-2012 school year, the Curriculum Department will coordinate and monitor the implementation of curriculum guides and Clear Learning Targets.
- 2. By January 2011, all K teachers and administrators will have a resource library of local formative - short-cycle assessments to use to determine students' understanding, retention, and increased student achievement toward meeting both local and state learning goals.
- 3. By June 2012, all 1st grade teachers and administrators will have completed their curriculum mapping based on the new standards.
- 4. By August 2012, all 1st grade teachers and administrators will have access to finalized curriculum guides and Clear Learning Targets through the district's web-based curriculum connector program.
- 5. Teachers and administrators participating in state-led professional development will turn in evidence of their participation in approved professional development opportunities.

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- 15. Revise local curricula to align with new standards in English language arts, mathematics, science and social studies**
- 16. Participate in professional development on curriculum supports and instructional resources developed by the state through regional peer review process**
- 17. Participate in training and pilot opportunities on formative assessments and performance-based assessments**
- 18. Participate in professional development opportunities and online training for the new state assessments**
- 19. If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness Assessment**
- 20. 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]

1. Core educators in **grades K-12, building principals**, and administrators will attend professional development opportunities on the **new standards**, model curriculum, curriculum guides, Clear Learning Targets, formative Short-Cycle Assessments, **PARCC assessment system**, **learning tasks**, and performance-based assessments to understand and effectively utilize these resources.
2. The Curriculum Department, ~~targeted teachers~~ **core content teachers in grades K-12**, and administrators will use the state's model curriculum and the crosswalk documents to continually update the local curricula for needed changes for all appropriate content areas.
3. The Curriculum Department, **core content teachers in grades K-12**, will develop/update/**align local** curriculum guides and establish Clear Learning Targets **with** the new standards.
4. **The newly revised curriculum guides will be communicated in a variety of ways depending on the particular stakeholders. The revised curriculum will be formally presented to the board of education through a monthly board of education meeting. Prior to this meeting, the curriculum department will provide the board members and district superintendent with a thorough review and understanding of the new standards and aligned curriculum. The revised curriculum will be communicated to the parents via the district web site and adopted by the board of education within 2 months after revision is completed. During this 2 month timeframe, opportunity to provide feedback regarding the revised curriculum will be given to all stakeholders using the district's web site comment link, Survey Monkey, and through face-to-face meetings with district's curriculum department, core content teachers in grades K-12, and the building principals.**
5. **Core content teachers in grades K-12, principals**, and administrators will develop formative Short-cycle Assessments based on curriculum guides, Clear Learning Targets, and new standards.
6. K teachers will continue to implement and refine curriculum guides, Clear Learning Targets, and formative Short-cycle Assessments.
7. Ensure all kindergarten teachers participate in training on the administration of the expanded Kindergarten Readiness Assessment.
8. Teachers and administrators will participate in **RttT** related professional development opportunities offered by the Ohio Department of Education, **including the FIP program through Battelle**, that directly support the development and ongoing implementation of the district's SOW needs and commitments.

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

1. By June 2013, the Curriculum Department, along with **core content teachers in grades K-12**, will have completed a gap analysis based on the new standards and will have participated in various professional development on curriculum supports and instructional resources developed by the state through regional peer review.
2. **By June 2013, core educators in grades K-12, building principals, and administrators will have attend professional development opportunities on the new standards, model curriculum, curriculum guides, Clear Learning Targets, formative Short-Cycle Assessments, PARCC assessment system, learning tasks, and performance-based assessments to fully understand and effectively utilize these resources.**
3. By June 2013, the Curriculum Department, **core content teachers in grades K-12**, and building administrators will have reviewed and analyzed local curricula to determine the alignment with the state's model curriculum and crosswalk documents.
4. By June 2013, all **core content teachers in grades K-12** will have completed and/or updated curriculum guides, Clear Learning Targets, and formative Short-Cycle Assessments based on the new state standards.
5. **By June 2013, the Coventry Board of Education will have reviewed and adopted the newly revised curriculum guides and Clear Learning**

Targets.

6. By June 2013, all **core content teachers in grades K-12** and administrators will have access to finalized curriculum guides and Clear Learning Targets through the district's web-based curriculum connector program.
7. By June 2013, all K teachers and administrators will have a resource library of local formative - short-cycle assessments to use to determine students' understanding, retention, and increased student achievement toward meeting both local and state learning goals.
8. By June 2013, all kindergarten teachers will have participated in training on the administration of the expanded Kindergarten Readiness Assessment.
9. **Core content teachers in grades K-12, principals** and administrators participating in **state-led RttT-based** professional development **aligned with the goals of our district's SOW** will turn in evidence of their participation in approved professional development opportunities **and indicate how that professional learning experience will impact and improve student achievement within the classroom setting.**

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

21. **Ensure all local curricula are aligned with new standards in English language arts, mathematics, science, and social studies**
22. **Ensure all teachers are teaching to the new standards and revised local curricula**
23. **Integrate formative assessments and performance tasks into course activities**
24. **Participate in professional development and online training for the new state assessments**
25. **Participate in professional development on formative assessment strategies and performance tasks**
26. **Ensure students engage in online practice testing for the new state assessments**
27. **Ensure all kindergarten teachers administer the expanded Kindergarten Readiness Assessment**

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

1. All K-12 core educators will implement and utilize updated curriculum guides, Clear Learning Targets, and formative Short-Cycle Assessment.
2. All K-12 core educators will participate in quarterly release-day data meetings to review and analyze student performance results based on the Short-Cycle Assessment data.
3. All K-12 core educators will evaluate the validity of the Short-Cycle Assessment questions and then revise and modify those questions as needed.
4. All K-12 core educators will develop and implement timely and meaningful intervention strategies to meet the learning needs of students based on their performance and assessment results.
5. All kindergarten teachers will administer the expanded Kindergarten Readiness Assessment.
6. Teachers and administrators will participate in RttT-related professional development opportunities offered by the Ohio Department of Education that directly support the development and ongoing implementation of the district's SOW needs and commitments.

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

1. During the 2013-2014 school year, the Curriculum Department, teachers, and administrators will coordinate and monitor the

implementation of curriculum guides/maps, Clear Learning Targets and Short-Cycle Assessments.

2. During the 2013-2014 school year, the Curriculum Department or an administrator will attend quarterly meetings with teachers to assist in analyzing the results of the Short-Cycle Assessment data.
3. During the 2013-2014 school year the Curriculum Department, along with all K-12 core educators ,will review the results of each question, modify or change them to improve their validity, and update the Short-Cycle Assessment.
4. During the 2013-2014 school year, the K-12 core educators will gather data on the impact of instructional interventions that were implemented as a result of Short-Cycle Assessment performance to determine program effectiveness and evidence of impact.
5. By June 2014, all kindergarten educators will have administered the Kindergarten Readiness Assessment.
6. Teachers and administrators participating in state-led professional development will turn in evidence of their participation in approved professional development opportunities.

Assurance Area C: Using Data to Improve Instruction

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

Commitments:

28. LEAs with a functioning instructional improvement system (as defined by Race to the Top) commit to its active use at the classroom level
29. LEAs without an instructional improvement system (as defined by Race to the Top) commit to adopt a qualifying system
30. 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
31. LEAs commit to making instructional improvement system data available to researchers, consistent with the state's broader research agenda
32. LEAs commit to partnering with institutions of higher education to evaluate and implement innovative education models

Goals:

1. Implement a functioning instructional improvement system, as defined by RttT and meets the definition established by the USDoE, and commit to its active use at the classroom level;
2. Implement a formative assessment program;
3. Commit to making instructional improvement system data available to state researchers;
4. Purchase and provide core-area educators with technology for collection and analysis of student performance data;
5. Improve the district's technology infrastructure to support the new technology; and
6. Expand upon the district's current partnerships with various institutions, including higher education, to evaluate and implement innovative education models.

Key Personnel:

Transformation Team, Curriculum Department, K-12 Core-content Teachers, Administrators, Technology Department, and University Liaisons

Budget:

Purchase Service: \$89,000; Capital Outlay: \$26,271 (Please see Appendix B, Budget Details and Clarification)

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
33. Cooperate with research/evaluation initiatives as requested

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

1. Coventry will evaluate a recently purchased IIS tool (Performance Plus) to verify that it meets the Instructional Improvement System definition established by the USDoE.
2. All kindergarten teachers and the building administrator will be introduced to Performance Plus, an Instructional Improvement System and participate in professional development as it relates to the development and use of formative assessments.
3. Grades 3 - 8 will continue to utilize the existing Instructional Improvement System, OASIS.
4. Form a committee that will investigate establishing partnerships with higher institutions and/or business or community organizations.
5. Cooperate with research/evaluation initiatives as requested.
6. The technology department will investigate the purchase of data retrieval equipment and the supportive technology to determine specific needs (infrastructure, end-user needs, ongoing cost of program, etc.) in regards to supporting the IIS tool new technologies at the classroom level.

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

1. Coventry will have completed a comparison analysis between Performance Plus and USDoE's definition of IIS to ensure that it meets the guidelines.
2. By June 2011 kindergarten teachers and the building administrator will have participated in the professional development related to the introduction of Performance Plus, an Instructional Improvement System that meets the definition established by USDoE and training related to the development and use of formative assessments.
3. Grades 3 - 8 will continue to utilize the existing Instructional Improvement System, OASIS.
4. By January 2011, a Partnership committee will be formed to investigate establishing partnerships with higher institutions and/or business or community organizations.
5. Coventry will have completed any research requests by the department of education.
6. By December 2010, the technology department will investigate the actual purchase of the technology equipment, the supportive technology, and determine specific needs related to those purchases and present those findings to the RttT transformation team.

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

34. (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]

1. By June 2012, all K, 1st, and 2nd grade teachers and the building administrator will be introduced to Performance Plus, an Instructional Improvement System that meets the definition established by USDoE and participates in professional development as it relates to the development and use of formative assessments.
- ~~2. All kindergarten teachers and the building administrator will actively utilize the IIS tool in the classroom to inform instruction.~~
3. Grades 3 - 8 will begin to transition away from OASIS toward using Performance Plus.
4. All core-content area teachers will evaluate existing district and/or building formative assessment programs to identify strengths and areas that require improvements.
5. Purchase the technology equipment and make any necessary updates to the district technology and infrastructure so that the IIS tool can be fully implemented and effectively utilized to its fullest potential. (See Appendix D)
6. Review the findings of the committee that investigated partnerships with higher learning institutions and the community.

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

1. By June 2012 all 1st grade teachers and the building administrator will have participated in the professional development related to the introduction of Performance Plus, an Instructional Improvement System that meets the definition established by USDoE and training related to the development and use of formative assessments.
- ~~2. By Fall 2012, all kindergarten teachers will utilize Performance Plus, the Instructional Improvement System, to administer, collect, and analyze student performance data based on classroom formative assessments (Short Cycle Assessments).~~
3. Grades 3 - 8 will utilize Performance Plus for the collection and reporting of their first formative Short-Cycle Assessment data, as well as continue to utilize the existing Instructional Improvement System, OASIS.
4. By June 2012, all core-content area teachers will evaluate existing district and/or building formative assessment programs to identify strengths and areas that require improvements.
5. By January 2012, purchase the appropriate technology devices and make any necessary updates to the district technology and infrastructure.
6. By January 2012, review the findings of the committee that investigated partnerships with higher learning institutions and community.

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]

1. Coventry Local Schools will evaluate its existing ISS to verify that it meets the federal definition for IIS.
2. By June 2013, all 1 2-12 grade teachers and the building administrators will be introduced to Performance Plus, an Instructional Improvement System that meets the definition established by USDoE and participate in professional development as it relates to the development and use of formative assessments at the classroom level to inform instruction.
3. By fall 2012, all 1st grade kindergarten teachers will begin to actively utilize the IIS tool in the classroom to inform instruction.
4. All kindergarten teachers will continue to actively utilize the IIS tool in the classroom to inform instruction.
5. Provide professional development to educators all 1 2-12 grade teachers and the building administrators on the use of appropriate devices and how to access the various resources and functionality of the Performance Plus program to address areas in need of improvement.
6. A possible pilot program with higher learning institutions may be formed based on partnership committee findings.
7. Coventry Local Schools will commit to making IIS data available to researchers, consistent with the state's broader research agenda.

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

1. By June 2013, Coventry Local Schools will evaluate its existing ISS to verify that it meets the federal definition for IIS.
2. By June 2013 all 1 2 - 12 teachers and the building administrators will have participated in the professional development related to the introduction of Performance Plus, an Instructional Improvement System that meets the definition established by USDoE and training related to the development and use of formative assessments at the classroom level to inform instruction.
3. By ~~Fall 2012~~ January 2013, all kindergarten teachers will utilize Performance Plus, the Instructional Improvement System, to administer, collect, and analyze student performance data based on classroom formative assessments (Short-Cycle Assessments).
4. During 2012-2013 school year, all core-content area K- 1 will continue to utilize the various functions of the Performance Plus program at the classroom level appropriate to their stage in the implementation cycle.
5. By fall 2012, provide professional development to educators all 1 2-12 grade teachers and the building administrators on the use of the new data retrieval technology and how to access the Performance Plus program.
6. By spring 2013, a pilot program with higher learning institutions may be formed based on partnership committee findings.
7. By spring 2013, Coventry Local Schools will have committed to making IIS data available to researchers, consistent with the state's broader research agenda.

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

35. Assess the use of the Instructional Improvement System at the classroom level and continue to deepen the focus on data-based instruction
36. Ensure all teachers have completed face-to-face and online professional development modules on content-specific formative assessments
37. 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
38. Participate in professional development on the implementation of new state assessments

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

1. 100% of all core-content area educators will actively utilize the IIS tool, the Performance Plus program to inform instruction by assisting in the comparison of formative assessment data with student performance on state assessments, as well as the alignment of district's curricula and course planning.
2. 100% of all core-content educators and administrators will effectively utilize a formative assessment system to inform instruction and adjust instruction based on the findings and evidence collected through the system.
3. All core-content area educators will participate in professional development on providing effective student feedback and individual learning guidance.
4. If pilot program is successful, fully implement a district program with 100% participation at the classroom level.
5. The Transformation Team will assess the efficacy of the IIS tool at the classroom level.
6. Coventry Local Schools will assess the use of the IIS to determine its effectiveness and impact on student achievement.

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

1. By the end of 2013-2014, 100% of all core-content area educators will actively be utilizing the Performance Plus program at the classroom level to assist in the comparison of formative assessment data with student performance on state assessments, as well as the alignment of district's curricula and course planning. Results of the data comparison will be made available to all stakeholders through the district's RttT web site.
2. By end of 2013-2014, all core-content area educators will have participated in professional development on content-specific formative assessments and the implementation of new state assessments.
3. 100% of all core classrooms will participate in the district-wide program involving community partners and higher institutions.
4. By June 2014, the Transformation Team will review and analyze student performance data to determine the impact of the IIS tool on student learning to determine if a positive correlation exists between the tool and student achievement.
5. By June 2014, Coventry Local Schools will evaluate the effectiveness of the IIS tool and the impact it has had on student achievement by using multiple evaluation tools that involve both qualitative and quantitative data. This evaluation process will include staff surveys, student surveys, and analyzing various sources of accountability data.

Assurance Area D: Great Teachers and Leaders

Commitments:

Measure Student Growth

39. 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.
40. LEAs commit to identify measures of student growth for grades and subjects that do not receive value-added reports

Evaluation Systems

41. 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
42. 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
43. 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)
44. 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
45. LEAs commit to including evaluation results as a significant input into tenure decisions
46. 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

47. 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.)
48. 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

49. 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.

- 50. LEAs commit to using the state’s professional development standards when designing and implementing professional development.
- 51. 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)

(Please see Appendix C, Assurance Area D: Great Teachers and Leaders)

Key Personnel:

All Subcommittees (Evaluation, Tenure/Residency, Measure Student Growth, and Recruitment); District Educators; Key ODE training personnel; Collective Bargaining Unit

Budget:

Substitute Coverage: \$12,411.00, Professional Meeting Registrations and Expenses: \$35,589.00, Meeting Supplies: \$2,000 (Please see Appendix B, Budget Details and Clarification)

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

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

Measure Student Growth

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

Evaluation Systems

- 56. 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
- 57. 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

- 58. Conduct a needs assessment to determine whether there are inequities in the assignment of educators to high-poverty and high-minority schools
- 59. 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
- 60. Participate in professional development on best-in-class recruitment and retention strategies and tools
- 61. Build a high-quality applicant pool by establishing partnerships with teacher education programs and institutions
- 62. 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

- 63. 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
- 64. For schools designated as persistently low-achieving, provide co-teaching support for new teachers
- 65. Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers
- 66. Assess current professional development to determine if it meets state professional development standards
- 67. 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

- 1. Establish a Student Growth subcommittee to determine student growth measures district-wide.
- 2. Examine current district and school practices related to the use of value-added data.
- 3. The Student Growth subcommittee will attend professional development training sessions on the use of value-added data.
- 4. Identify tools to ensure the accuracy and quality of value-added data.
- 5. Distribute annual value-added reports for principals and teachers with tested grades.
- 6. Investigate ODE's teacher-student linkage tool.

Evaluation Systems

- 1. Establish an Evaluation subcommittee 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.
- 2. The Evaluation subcommittee will 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

- 1. Establish a Recruitment Subcommittee that will conduct a needs assessment to determine the district's hard-to-staff subject and specialty areas.
- 2. The Recruitment Subcommittee will conduct a needs assessment to determine the district's hard-to-staff subject and specialty areas.

3. The Recruitment Subcommittee will research and identify the best-in-class recruitment and retention strategies and tools.
4. The Recruitment Subcommittee will build a high-quality applicant pool by establishing partnerships with teacher education programs and institutions.
5. The Recruitment Subcommittee will review current hiring processes and interview protocols to determine if the district should use standards-based interview protocols research and identify the best-in-class recruitment and retention strategies and tools.
6. The Recruitment Subcommittee will build a high-quality applicant pool by establishing partnerships with teacher education programs and institutions.
7. The Recruitment Subcommittee will review current hiring processes and interview protocols to determine if the district should use standards-based interview protocols.

Effective Support to Teachers and Principals

1. The Tenure/Residency subcommittee will attend informational 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.
2. The district will send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers.
3. Assess current professional development to determine if it meets state professional development standards.

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

Measure Student Growth:

1. The Student Growth Subcommittee will be established by January 3, 2011.
2. By June 2011, the Student Growth Subcommittee will evaluate current district and school practices related to the use of value-added data.
3. By June 2011, the Student Growth Subcommittee will attend professional development training sessions on the use of value-added data.
4. By June 2011, the Student Growth Subcommittee will identify to the Transformation Team the tools to ensure the accuracy and quality of value-added data.
5. By June 2011, value-added reports will be distributed to all grades 3 – 8 reading and mathematics teachers and principals.
6. By June 2011, the Student Growth Subcommittee will report its findings regarding ODE's teacher-student linkage tool to the Transformation Team.

Evaluation Systems:

1. By January 2011, the Evaluation Subcommittee will be established.
2. By June 2011, the Evaluation Subcommittee will have attended training sessions and have conducted a gap analysis tool 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:

1. By January 2011, the Recruitment Subcommittee will be established.
2. By June 2011, the Recruitment Subcommittee will have conducted needs assessment to determine the district's hard-to-staff subject and

specialty areas.

3. By June 2011, the Recruitment Subcommittee will identify the best-in-class recruitment and retention strategies and tools
4. By June 2011, the Recruitment Subcommittee will have made contact with the local higher education institutions to establish a high-quality applicant pool.
5. By June 2011, the Recruitment Subcommittee will have completed a review of current hiring processes and interview protocols.

Effective Support to Teachers and Principals:

1. By June 2011, the Tenure/Residency Subcommittee will attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers in the fall of 2011.
2. By June 2011, lead teachers and mentors will have attended Teacher Residency program training and credentialing provided by state lead trainers.
3. By June 2011, the Tenure/Residency Subcommittee will have assessed current professional development to determine if it meets state professional development standards.

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

Measure Student Growth

68. **Attend professional development training sessions on the use of value-added data**
69. **Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data**
70. **Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement**
71. **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**
72. **Determine how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests**

Evaluation Systems

73. **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**
74. **Provide training to teachers and principals on the use of the new comprehensive evaluation system**
75. **Begin piloting components of the revised evaluation system and use data to inform changes**
76. **Report to ODE the state of the evaluation systems in terms of alignment to state and federal criteria**
77. **Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level**
78. **Review current process for removing ineffective teachers and principals and develop plan to remove persistently low performing teachers and principals**

79. 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

80. 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.

81. (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions

82. 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

83. Fully implement the Teacher Residency program for all new teachers

84. For schools designated as persistently low-achieving, provide co-teaching support for new teachers

85. Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers

86. Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development

87. 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

1. The Student Growth committee will attend professional development training sessions on the use of value-added data.
2. Pilot teacher-student linkage tools to ensure the accuracy and quality of value-added data.
3. Distribute and utilize annual value-added reports for principals and teachers with tested grades to inform professional development and areas of performance improvement.
4. 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.
5. Determine how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests.
6. Develop a plan to train new resident educators on measures of student growth.

Evaluation Systems

1. The Evaluation subcommittee will develop comprehensive models for teacher and principal evaluation, including time lines, activities, and personnel, with the goal of full implementation of new evaluation system by 2013-14.
2. Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria.
3. Review current process for removing ineffective teachers and principals and develop plan to remove persistently low performing teachers

and principals.

4. Investigate the development of a plan for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers).

Equitable Distribution of Effective Teachers and Principals

1. The Recruitment Subcommittee will collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices.
2. The Recruitment Subcommittee will analyze needs assessment data in regards to districts hard-to-staff subject and specialty areas to determine areas of need.

Effective Support to Teachers and Principals

1. The Coventry School District will fully implement the Teacher Residency program.
2. The district will send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers.
3. Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development.

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

Measure Student Growth Targets:

1. By Fall 2011, all grades 3 – 8 reading and mathematics teachers will have attended professional development training sessions on the use of value-added data.
2. By June 2012, the Student Growth Subcommittee will have piloted teacher-student linkage tools to ensure the accuracy and quality of value-added data.
3. By Fall 2011, all grades 3 – 8 reading and mathematics teachers and principals will receive and utilize annual value-added reports to inform professional development and areas of performance improvement.
4. By June 2012, the Student Growth Subcommittee will have identified and field-tested other measures of student growth that can be used to supplement value-added growth data.
5. By June 2012, the Student Growth Subcommittee will have determined how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests.
6. By June 2012, the Student Growth Subcommittee will have developed a plan to train new resident educators on measures of student growth.

Evaluation Systems:

1. By June 2012, the Evaluation Subcommittee will have developed comprehensive models for teacher and principal evaluation, including timelines, activities, and personnel, with the goal of full implementation of new evaluation system by 2013-14.
2. By June 2012, the Evaluation Subcommittee will report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria.

3. By June 2012, the Evaluation Subcommittee will have reviewed the current process for removing ineffective teachers and principals and develop plan to remove persistently low performing teachers and principals.
4. By June 2012, the Evaluation Subcommittee will have investigated the development of a plan for highly effective teachers to receive additional compensation if they take on additional responsibilities.

Equitable Distribution of Effective Teachers and Principals:

1. By June 2012, the Recruitment Subcommittee will have collected teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices.
2. By June 2012, The Recruitment Subcommittee will have analyzed needs assessment data in regards to districts hard-to-staff subject and specialty areas to determine areas of need.

Effective Support to Teachers and Principals:

1. By Fall 2011, Coventry Local School District will fully implement the Teacher Residency program.
2. By Fall 2011, new lead teachers and mentors will have attended Teacher Residency program training and credentialing provided by state lead trainers.
3. By June 2012, Coventry Local School District will implement state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development.

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

Measure Student Growth

88. Ensure all teachers have participated in professional development training sessions on the use of value-added data
89. Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
90. Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement
91. 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
92. Implement student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests

Evaluation Systems

93. Continue training and professional development on the new evaluation systems
94. Make final adjustments to the evaluation system in preparation for full implementation in Year 4
95. Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state
96. Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria

- 97. Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
- 98. 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
- 99. Implement a plan to remove persistently low-performing teachers and principals
- 100. 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

- 101. 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
- 102. 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
- 103. Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis
- 104. (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions
- 105. 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

- 106. Continue implementation of the Teacher Residency program for all new teachers
- 107. For schools designated as persistently low-achieving, provide co-teaching support for new teachers
- 108. Provide feedback on performance to all lead teachers and mentors in the Teacher Residency program
- 109. Use the state professional development standards and results of teacher evaluation in planning, conducting, and evaluating professional development
- 110. 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

- 1. Ensure all core content teachers have participated in professional development training sessions on the use of value-added data.
- 2. Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data.
- 3. Distribute and utilize annual value-added reports for principals and teachers to inform professional development and areas of performance improvement.
- 4. 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.

5. Implement student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests.

Evaluation Systems

1. Provide training to teachers and principals on the use of the new comprehensive evaluation system.
2. Begin piloting components of the revised evaluation system and use data to inform changes.
3. Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level.
4. Make final adjustments to the evaluation systems in preparation for full implementation in Year 4.
5. Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state.
6. Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria.
7. The Tenure/Residency subcommittee will review current processes for granting tenure and develop a plan for rigorous tenure review using evaluation results and incorporating the new 7-year time frame for tenure.
8. Develop a plan to remove persistently low-performing teachers and principals.
9. Determine appropriateness of opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers).

Equitable Distribution of Effective Teachers and Principals

1. Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis.
2. 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

1. Continue implementation of the Teacher Residency program for all new teachers.
2. Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development.
3. Review professional development practices and modify them based on student data, and allocate professional development funding accordingly.

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

Measure Student Growth:

1. By fall 2012, all grades 3 – 8 reading and mathematics teachers will have attended professional development training sessions on the use of relevant value-added data.
2. By June 2013, the Student Growth Committee will have utilized teacher-student linkage tools to ensure the accuracy and quality of value-

added data.

3. By fall 2012, all grades 3 – 8 reading and mathematics teachers and principals will receive and utilize annual value-added reports to inform professional development and areas of performance improvement.
4. By fall 2012, the Student Growth Committee will have assessed the effectiveness of other identified measures of student growth used to supplement value-added data.
5. By June 2013, Coventry Local School District will have implemented student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests.

Evaluation Systems:

1. By fall 2012, selected teachers and principals will have been trained on the use of the new comprehensive evaluation system.
2. By June 2013, the Evaluation Subcommittee will have piloted components of the revised evaluation system.
3. By June 2013, the Evaluation Subcommittee will determine how to use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level.
4. By June 2013, the Evaluation Subcommittee will have made final adjustments to the evaluation systems in preparation for full implementation in Year 4.
5. By June 2013, the Evaluation Subcommittee will have become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state and will have provided requested data to the state.
6. By June 2013, the Evaluation Subcommittee will have reported to ODE the status of the evaluation systems in terms of alignment to state and federal criteria.
7. By June 2013, the Tenure/Residency Subcommittee will have reviewed current processes for granting tenure and develop a plan for rigorous tenure review using evaluation results and incorporating the new 7-year time frame for tenure.
8. By June 2013, the Evaluation Subcommittee will have developed a plan to remove persistently low-performing teachers and principals.
9. By June 2013, the Evaluation Subcommittee will have determined appropriateness of opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities.

Equitable Distribution of Effective Teachers and Principals:

1. By June 2013, the Recruitment Subcommittee will have conducted the Equitable Distribution of Effective and Highly Effective Educators Analysis.
2. By June 2013, the Recruitment Subcommittee will have collected 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:

1. During the 2012-2013, Coventry Local School District will continue implementation of the Teacher Residency program for all new teachers.
2. By June 2013, the Tenure/Residency Subcommittee will have used the state professional development standards and results of teacher

evaluations in planning, conducting, and evaluating professional development.

3. By June 2013, based on recommendations by the Tenure/Residency Subcommittee, Coventry Local School District will modify professional development practices as needed and allocate professional development funding accordingly.

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

Measure Student Growth

111. Ensure all teachers have participated in professional development training sessions on the use of value-added data
112. Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
113. Distribute and utilize annual value-added reports for teachers and principals to inform professional development and areas of performance improvement
114. 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

115. Fully implement the new evaluation system and conduct annual evaluation of teachers and principals using the new evaluation system
116. Continue training and professional development on the new evaluation system
117. Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education
118. Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
119. 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
120. Implement the plan to remove persistently low-performing teachers and principals
121. 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

122. 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
123. 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
124. Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis
125. (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions
126. 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

127. Assess implementation of the Teacher Residency program and make needed changes based on data
128. Assess the success of the co-teaching support for new teachers and make needed changes based on data
129. Train additional lead teachers and mentors for the Teacher Residency program as needed
130. 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

1. Ensure all teachers have participated in professional development training sessions on the use of value-added data.
2. Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data.
3. Distribute and utilize annual value-added reports for teachers and principals to inform professional development and areas of performance improvement.
4. 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

1. The district will fully implement the new evaluation system and conduct annual evaluations of teachers and principals using the new evaluation system.
2. Continue training and professional development on the new evaluation system.
3. Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education.
4. Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level.
5. Implement the plan for rigorous tenure review using evaluation results and incorporating the new seven-year time frame for tenure; develop strategies to assess effectiveness of new tenure review plan.
6. Implement the plan to remove persistently low performing teachers and principals.
7. Determine appropriateness of opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities.

Equitable Distribution of Effective Teachers and Principals

1. Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis.
2. Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices.
3. Implement policies and practices recommended by the recruitment committee to sustain equitable distribution of effective and highly effective educators.

Effective Support to Teachers and Principals

1. Assess implementation of the Teacher Residency program and make needed changes based on data.
2. Train additional lead teachers and mentors for the Teacher Residency program as needed.
3. Use the state professional development standards, student data, and results of teacher evaluations in planning, conducting, and evaluating professional development.

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

Measure Student Growth:

1. By fall 2013, all grades 3 – 8 reading and mathematics teachers will have attended professional development training sessions on the use of relevant value-added data.
2. By June 2014, all grades 3 – 8 reading and mathematics will have utilized teacher-student linkage tools to ensure the accuracy and quality of value-added data.
3. By Fall 2013, all grades 3 – 8 reading and mathematics teachers and principals will receive and utilize annual value-added reports to inform professional development and areas of performance improvement.
4. During 2013 – 2014, Coventry Local School District will continue to implement student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests.

Evaluation Systems:

1. At the start of the 2013-2014 school year, Coventry Local School District will fully implement the new evaluation system and conduct annual evaluations of teachers and principals using the new evaluation system.
2. During 2013-2014, Coventry Local School District will continue training and professional development on the new evaluation system as needed.
3. During 2013-2014, Coventry Local School District will provide aggregated effectiveness ratings for teachers to the state as required by the U.S. Department of Education.
4. During 2013-2014, Coventry Local School District will use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level.
5. By April 2014, Coventry Local School District will implement a plan for rigorous tenure review using evaluation results and incorporating the new seven-year time frame for tenure.
6. By June 2014, Coventry Local School District will implement a plan to remove persistently low performing teachers and principals.
7. By June 2014, the Evaluation Subcommittee will have determined the appropriateness of opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities.

Equitable Distribution of Effective Teachers and Principals:

1. By June 2014, the Recruitment Subcommittee will have conducted the Equitable Distribution of Effective and Highly Effective Educators Analysis.
2. By June 2014, the Recruitment Subcommittee will have collected teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices.
3. By June 2014, Coventry Local School District will implement policies and practices recommended by the recruitment committee to sustain equitable distribution of effective and highly effective educators.

Effective Support to Teacher and Principals:

1. During the 2013-2014, Coventry Local School District will continue implementation of the Teacher Residency program for all new and lead teachers and make changes as needed, based on continuing assessment.
2. By June 2014, the Tenure/Residency Subcommittee will have used the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating 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:

This section does not apply to Coventry Local School District.

Key Personnel:

Budget:

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

131. Ensure that SIG-funded schools implement the selected intervention model
132. Participate in ODE-sponsored quarterly technical assistance sessions
133. Work collaboratively with ODE-assigned Transformation Specialist(s)
134. Provide job-embedded professional development to staff
135. Provide increased learning opportunities to staff and students
136. Implement social-emotional and community supports for students
137. Implement effective family engagement practices
138. Evaluate implementation of intervention model in SIG-funded schools
139. Apply for continuation SIG funding
140. Complete an application for initial SIG funding for non-SIG funded schools identified as persistently low-achieving

- 141. Work with schools in “Early Warning” status in coordination with regional support teams and the Office of Transforming Schools; conduct diagnostic review
- 142. Convene a Family and Civic Engagement (FCE) team
- 143. Work with county Family and Children First Council
- 144. Develop a five-year Family and Civic Engagement plan and submit the plan to county Family and Children First Council
- 145. Participate in Family and Civic Engagement professional development, coaching and evaluation
- 146. 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]

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

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- 147. Fully implement selected intervention models in SIG-funded schools
- 148. Participate in ODE-sponsored quarterly technical assistance sessions
- 149. Work collaboratively with ODE-assigned Transformation Specialist(s)
- 150. Provide job-embedded professional development to staff
- 151. Provide increased learning opportunities to staff and students
- 152. Provide social-emotional and community supports for students
- 153. Provide effective family engagement practices and supports
- 154. Evaluate implementation of intervention model
- 155. Complete application for continuation SIG funding
- 156. Intervene in schools in “Early Warning” status and develop and implement a systematic plan to improve the school’s performance
- 157. Participate in Family and Civic Engagement professional development, coaching and evaluation
- 158. Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- 159. 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]

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

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- 160. Continue full implementation of the intervention models
- 161. Participate in all ODE-sponsored quarterly technical assistance sessions

- 162. Work collaboratively with ODE-assigned Transformation Specialist(s)
- 163. Evaluate implementation of intervention model and take steps to ensure continual deepening of the work
- 164. Assess progress in schools in “Early Warning” status and taketh additional corrective action if needed
- 165. Complete application for continuation SIG funding
- 166. Participate in Family and Civic Engagement professional development, coaching and evaluation
- 167. Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- 168. 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]

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

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- 169. Continue full implementation of the intervention models
- 170. Participate in all ODE-sponsored quarterly technical assistance sessions
- 171. Work collaboratively with ODE-assigned Transformation Specialist(s)
- 172. Evaluate implementation of intervention model and continually deepen the work
- 173. Evaluate progress in schools in “Early Warning” status and take additional corrective action if needed
- 174. Participate in Family and Civic Engagement professional development, coaching and evaluation
- 175. Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- 176. 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]

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