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LEA Scope of Work

LEA Name:	Beachwood City School District
LEA IRN:	043554
LEA Contact:	Philip H. Wagner, Ph.D., Assistant Superintendent

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

Fifth First:

Ohio's Race to the Top Strategy

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

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

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

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

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

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

RACE TO THE TOP: LEA SCOPE OF WORK

NARRATIVE: 4-6 PAGES

RACE TO THE TOP VISION

*How will your LEA be different in 2014 as a result of your RttT strategy?
What will be different for students; for teachers; for administrators?*

In 2014:

In the area of standards and assessment, the Beachwood City School District will have revised curricula that are aligned with the new ODE standards in English/language arts, mathematics, science and social studies. Teachers will have implemented these curricula in their classrooms and will utilize appropriate assessments. In addition, high school English and math coursework will be aligned with first-year, non-remedial college and career expectations. **Students will be taught utilizing these new standards and will be familiar with the content and manner in which the standards will be tested using the new state assessment tools.**

In the area of using data to improve instruction, tools such as RTI, Battelle for Kids, T-CAP, etc. will be expanded from data collection to data analysis for use in instructional improvement. Staff will regularly engage in instructional planning, information gathering and analysis, decision making of next instructional steps, and evaluation of the effectiveness of current programming. Also, through the use of current and enhanced formative assessments, the District will have implemented an instructional improvement system and innovative education models. **The results of this data collection will also be used with families and students. Specific student data will be used to formulate plans that provide appropriate levels of instruction.**

In the area of great teachers and leaders:

- Measure Student Growth - The District currently uses Battelle for Kids measures of student growth that includes value-added data for subjects and grade levels where it is available. In the future Battelle for Kids measures of student growth, and other similar kinds of measures, will be shared district-wide among all teachers. **Students will receive instruction that is appropriate to fill in gaps in learning or provide enrichment based upon this information that is provided to teachers and principals.**
- Evaluation Systems – The District’s evaluation system for teachers and principals will be revised in accordance with the current Master Agreement between the Beachwood Federation of Teachers and the Beachwood Board of Education and the criteria established by the state. This adopted comprehensive evaluation system will include definitions of effective and highly effective teachers and principals and will include multiple measures including student growth, as mandated by the ODE. Annual evaluations will be conducted that can include standards-based observations, measures of student growth, and other formats that are aligned with the state criteria. Data and the results

of the evaluation system will be used in making decisions about professional development, budgets, and employment of teachers and principals. **The new evaluation system will assist in determining areas of strength and weakness of BCS teachers and principals. Professional development will focus on areas of need that will improve the instruction of students and their success on the new state assessments. Teachers with advanced skills will be used to provide support to students who have specific needs and to help train and support other staff in those areas. Finally, the teacher residency program will be implemented in the district.**

- Equitable distribution of effective teachers and administrators – The District will have a revised recruitment process and provide professional development support to ensure that its teachers are effective or highly effective, particularly in hard-to-staff and specialty areas.
- Effective support to teachers and principals – A system of intensive supports will be available for new teachers through the teacher residency program. The design, implementation, and evaluation of professional development in the district will be aligned with the state standards. **BCS students will continue to be provided with a quality education as new teachers are supported and assisted in developing instructional best practices.**

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

District Curriculum Subject Coordinators:

- are familiar with the revised standards in English/language arts, mathematics, science and social studies. All staff need to be familiar with these standards;
- understand the process that is used to revise current curricula to align with the new state standards. All staff need to understand the process; and
- will continue to participate in local professional development on the new standards during the 2010-2011 school year. All staff need to participate in this inservice in future years and prior to June 2014.

The District Curriculum Council needs to:

- evaluate and predict future needs and conditions related to transitioning to the new standards and new assessments;
- engage in discussions regarding the alignment of transitioning to new standards and assessments with other district initiatives (Systems Planning); and
- engage in discussions regarding partnerships with organizations and stakeholders to enhance transitioning to new standards and assessments.

Using Data to Improve Instruction

The District has initiated an instructional improvement system at the classroom level, including technology-based tools (e.g., RTI, value-added, Battelle for Kids/SOAR and T-CAP). The system needs to be enhanced at all school buildings and provide teachers, principals and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as:

- instructional planning;
- gathering information (e.g., through formative assessments, interim and summative assessments);
- analyzing information;
- using this information to inform decisions on appropriate next instructional steps; and
- evaluating the effectiveness of the actions taken.

The District has some formative assessment programs in place (e.g., DRA, DIBELS, Unit Assessments, Study Island, ALEKS, FLRT, etc.). The District will enhance the use of formative assessments by collaboratively developing and implementing new programs:

- with the ODE and other participating districts;
- adopt a qualifying instructional improvement system (as defined by Race to the Top);
- make instructional improvement system data available to researchers, consistent with the state's broader research agenda; and
- partner with institutions of higher education to evaluate and implement innovative education models.

The District Curriculum Council needs to:

- evaluate and predict future needs and conditions related to transitioning to the new standards and new assessments;
- engage in discussions regarding the alignment of transitioning to new standards and assessments with other district initiatives (Systems Planning); and
- engage in discussions regarding partnerships with organizations and stakeholders to enhance transitioning to new standards and assessments.

Great Teachers and Leaders

Teachers and Administrators need to measure student growth by:

- implementing the student-level value-added program consistent with the program conducted by Battelle for Kids; and
- identifying measures of student growth for grades and subjects that do not receive value-added reports.

Teachers, Administrators, Representative(s) from the Beachwood Federation of Teachers Executive Board and Teacher in Residence/Lead Mentor need to collaboratively develop and implement to evaluation systems by:

- 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 factors, and which are aligned with criteria established by the ODE;
- conducting 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;

- using data and results from the evaluation system in making decisions about professional development programs, budgets (building and district) and employment of teachers and principals; and
- implement the Teacher Residency program.

Teachers and Administrators need to improve the equitable distribution of effective teachers and principals by implementing recruitment and professional development strategies to increase the pool of effective teachers available to the Beachwood City School District for hard-to-staff subjects and specialty areas.

Teachers, Administrators, Representative(s) from the Beachwood Federation of Teachers Executive Board, Local Professional Development Committee/Licensure Chairperson and Teacher in Residence/Lead Mentor need to improve effective support to teachers and principals by:

- implementing the Teacher Residency program as specified in House Bill 1 with additional, intensive supports for new teachers; and
- use the state’s professional development standards when designing, implementing and evaluating the effectiveness of professional development.

Turning Around the Lowest-Achieving Schools

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

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?*

People will be particularly important in meeting the Race to the Top commitments. Having a member of the Beachwood Federation of Teachers’ Executive Board on the RttT Transformation Team will provide confidence that the articles of the Master Agreement are maintained. This is particularly important in the area of evaluation. The inclusion of members of the Curriculum Council, which includes subject area coordinators/teachers and administrators, will assist in the sharing of information that relates to: Standards and Assessments, Using Data to Improve Instruction, Great Teachers and Leaders, and if eligible in the future for funding, Turning Around the Lowest-Achieving Schools.

Stakeholders are already very engaged in the initiatives of the District and additional information will be shared through Curriculum Council, building/grade level meetings and the Transformation Team Communication Plan.

Concerns regarding RttT currently exist because of changes to the evaluation process, including a more frequent cycle of evaluations and inclusion of student growth measures. The RttT Transformation Team will provide clarifying information that highlights the following: 1.) many student growth measures are currently being utilized within the Beachwood City School District (e.g., value-added, SOAR and T-CAP) and are being

discussed among teachers and administrators; 2.) student growth measures are one of many areas that will be included in the evaluation process which, per the current Master Agreement, would be revised with or without RttT; 3.) the format of annual evaluations will be jointly determined by the administration and teachers' union.

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:

- Create a local Race to the Top Transformation Team
- Develop a strategy of transparent communication to include, at a minimum, a monthly public update to the Beachwood Board of Education.

Key Personnel: [List Transformation Team members and roles]

<u>Title:</u>	<u>Role:</u>
• Dr. Richard A. Markwardt, Superintendent	Superintendent of Schools and adjunct transformation team member
• Dr. Philip Wagner, Assistant Superintendent	Administrator responsible for district curriculum and instruction
• Ms. Lauren Broderick, Director of Pupil Services	Administrator responsible for district pupil services
• Ms. Christi Bernetich, Principal, Bryden School	Administrative representative
• Mr. Paul Chase, Assistant Principal, Beachwood High School	Administrative representative
• Ms. Marcia Alperin, President, Beachwood Federation of Teachers, and Guidance Counselor, Beachwood High School	Local union president and teacher representative
• Mr. Evan Luzar, Vice President, Beachwood Federation of Teachers, and English Teacher, Beachwood High School	Local union vice president, teacher representative and adjunct transformation team member
• Ms. Mary Bruce, 3 rd Grade Teacher, Hilltop School	Teacher representative
• Mr. Garth Holman, Social Studies Teacher, Beachwood Middle School	Teacher representative
• Ms. Kim Nowak, Physical Education Teacher, Bryden School	Teacher representative

Budget:

The district will allocate \$5,400 during the grant period to be used for staff supplemental salaries for work accomplished outside of the school day to oversee and assess the RttT process, including the communication plan.

- 2010-2011: \$1,200
- 2011-2012: \$1,300
- 2012-2013: \$1,400
- 2013-2014: \$1,500

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

SCHOOL YEARS 1-4: 2010-2014 [SUGGESTED ACTIVITIES]

- **Form a local Race to the Top Transformation Team with at least half of the team members being teachers**
- **Ensure that team members provide oversight for local RttT efforts**
- **Evaluate the work of the team to determine if the team is fulfilling its purpose during years 2, 3 and 4**
- **Develop and implement a comprehensive RttT communication plan**
- **Communicate to the community progress made toward meeting district RttT commitments**
- **Provide an update on the progress of the RttT Scope of Work to the local board of education monthly with joint presentations by the superintendent and union president**

SCHOOL YEARS 1-4: 2010-2014 [LEA SCOPE OF WORK ACTIVITIES]

Form a local Race to the Top Transformation Team with at least half of the team members being teachers to:

- ensure that team members oversee local RttT efforts;
- ensure that the RttT team is fulfilling its purpose;
- develop and implement a comprehensive RttT communication plan;
- communicate to the community the progress made toward meeting District RttT commitments; and
- provide a monthly update on the progress of the RttT Scope of Work to the Beachwood Board of Education by representatives of the administration and Beachwood Federation of Teachers.

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

- By December 1, 2010, the local RttT team will be formed for the Beachwood City School District.
- By June 2011, a comprehensive RttT communication plan will be developed and implemented.
- Until June 2014, progress will be communicated to all stakeholders through the Beachwood City Schools' website and monthly written and semi-annual formal presentations to the Beachwood Board of Education.

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:

- Participate in professional development related to the new academic content standards and provide teacher and principal time to participate.
- Revise existing district curricula in order to align with new ODE standards **and submit to the BCS Board of Education for adoption no later than June, 2014.**

Key Personnel:

Curriculum Council and District Administrators

Budget:

The district will allocate \$12,000 (equally distributed per school year) during the grant period to be used to offset costs for professional development in the area of Standards and Assessment, including:

- professional development conferences,
- consultants,
- small group meetings of teachers and administrators, and/or
- school visitations to observe best practices.

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- **Become familiar with the new standards in English language arts, mathematics, science and social studies**
- **Participate in professional development opportunities on the new standards**
- **Use the curriculum models and the crosswalk documents to begin analyzing your current curriculum for needed changes**

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

- Participate in ODE sponsored awareness and professional development sessions on the standards and model curriculum to become familiar with the new standards.
- Conduct building/department/grade level meetings that include the new standards as a discussion topic (e.g., standards structure, content, implications for instruction) with all staff including administrators actively participating in these meetings.
- **Progress will be communicated to all stakeholders through the BCS website and monthly written and semi-annual formal presentations to the BCS Board of Education.**

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

- By May 2011, the BCS District will form RttT Team to review and study curriculum gap analysis document.
- **By May 2011, 100% of Curriculum Council (i.e., teacher leader/subject coordinators, building principals and curriculum director) will participate in ODE-sponsored awareness and professional development sessions on the standards and model curriculum.**
- **Beginning in December 2010, the BCS District will conduct 6 monthly building/department/grade level meetings that include the new standards as a discussion topic.**
- **Beginning in December 2010, the RttT Transformation Team will communicate progress through 6 monthly written reports to the stakeholders and 1 formal presentation to the BCS Board of Education.**

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- **Ensure all educators are familiar with the new standards in English language arts, mathematics, science and social studies**
- **Participate in professional development on the standards, associated curriculum models and new assessments**
- **Conduct curriculum crosswalk activities in English language arts, mathematics, science and social studies at the district and building level to determine what changes are needed in local curricula**
- **Participate in professional development and/or pilot project opportunities on formative assessments and performance-based assessments**
- **If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness Assessment**

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

- Form district-wide and building level teams to begin analyzing the current curriculum for needed changes using the ODE's model curriculum and crosswalk documents.
- Participate in professional development on the new formative or performance-based assessments.
- If available, participate in curriculum gap analysis meetings between high school faculty and college professors in English and math to ensure alignment of coursework for college and career readiness.
- If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness assessment.
- **Progress will be communicated to all stakeholders through the BCS website and monthly written and semi-annual formal presentations to the BCS Board of Education.**

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

- By May 2012, the BCS District RttT Team will have completed the curriculum gap analysis.
- **By May 2012, 25% of all teachers and new members to the Curriculum Council will participate in ODE-sponsored awareness and professional development sessions on the standards and model curriculum.**
- **During the 2011/12 school year, the BCS District will conduct 9 monthly building/department/grade level meetings that include the new standards as a discussion topic.**
- **During the 2011/12 school year, the RttT Transformation Team will communicate progress through 9 monthly written reports to the stakeholders and 2 formal presentations to the BCS Board of Education.**

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

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

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

- Revise local curricula to align with new ODE standards and model curriculum.
- **Participate in professional development on curriculum supports and instructional resources developed by the state through regional peer review process.**
- **Participate in training and pilot opportunities on formative assessments and performance-based assessments.**
- **Participate in professional development opportunities and online training for the new state assessments.**
- If selected, participate in the middle school level formative assessment pilot project.
- If available, continue meetings and activities to align high school English and math coursework with first-year, non-remedial college and career expectation
- Ensure all kindergarten teachers participate in training on the administration of the expanded Kindergarten Readiness Assessment.
- **Progress will be communicated to all stakeholders through the BCS website and monthly written and semi-annual formal presentations to the BCS Board of Education.**

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

- By March 2013, district curricula and course planning are aligned to the new standards.
- **By May 2013, 75% of all teachers and new members to the Curriculum Council will participate in ODE-sponsored awareness and**

professional development sessions on the standards and model curriculum.

- During the 2012/13 school year, the BCS District will conduct 9 monthly building/department/grade level meetings that include the new standards as a discussion topic.
- During the 2012/13 school year, the RttT Transformation Team will communicate progress through 9 monthly written reports to the stakeholders and 2 formal presentations to the BCS Board of Education.

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

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

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

- Participate in online testing led by trained district staff.
- Finalize revisions to all local curricula ensuring alignment with new standards in English language arts, mathematics, science, and social studies **and ensure that all teachers are teaching to the new standards and revised local curricula.**
- **Participate in professional development and online training for the new state assessments.**
- **Participate in professional development on formative assessment strategies and performance tasks.**
- If available, complete activities for aligning high school English and math coursework with first-year, non-remedial college and career expectations.
- Ensure all kindergarten teachers administer the expanded Kindergarten Readiness Assessment.
- **Progress will be communicated to all stakeholders through the BCS website and monthly written and semi-annual formal presentations to the BCS Board of Education.**

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

- By June 2014, at least one staff member in each building is trained to facilitate the online assessment training for teachers and principals.
- **By June 2014, 100% of all teachers and new members to the Curriculum Council will participate in ODE-sponsored awareness and professional development sessions on the standards and model curriculum.**

- **By June 2014, the Transformation Team will present the revised curricula that are aligned to the new standards for adoption by the BCS Board of Education.**
- **During the 2013/14 school year, the BCS District will conduct 9 monthly building/department/grade level meetings that include the new standards as a discussion topic.**
- **During the 2013/14 school year, the RttT Transformation Team will communicate progress through 9 monthly written reports to the stakeholders and 2 formal presentations to the BCS Board of Education.**

Assurance Area C: Using Data to Improve Instruction

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

Commitments:

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

Goals:

- Adopt (as defined by Race to the Top) a qualifying instructional improvement system (IIS).
- Commit to collaboratively develop and implement a formative assessment program with the ODE and, if applicable, other participating districts.
- Make instructional improvement system data available to researchers, consistent with the ODE's broader research agenda.
- Partner with institutions of higher education to evaluate and implement innovative education models.

Key Personnel:

Curriculum Council, Classroom Teachers, Administrators, Ohio Department of Education, Staff from Institutions of Higher Education.

Budget:

The district will allocate \$8,000 (to be distributed equally each school year) during the grant period to be used for staff supplemental salaries for work accomplished outside of the school day to oversee and assess the RttT process, including the communication plan.

The district will allocate \$20,000 (equally distributed per school year) during the grant period to be used to offset costs for professional development in the area of Using Data to Improve Instruction, including:

- professional development conferences,
- consultants,
- small group meetings of teachers and administrators, and/or
- school visitations to observe best practices.

The district will allocate \$20,000 (equally distributed per school year) during the grant period to be used to offset costs for supplies and materials in

the area of Using Data to Improve Instruction, such as:

- data collection materials and software for all grade levels, including those not covered by value added.

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

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

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

- Participate in ODE sponsored awareness sessions on the use of formative assessments.
- Develop a district-level team to evaluate the ODE's Instructional Improvement System (IIS) utilizing the evaluation tool.
- If applicable, support teachers using the IIS.
- Select principals and teachers to participate in the teacher-student data link process.

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

- By May 2011 (if available), RttT Team will participate ODE sponsored awareness sessions on the use of formative assessments.

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- **(For LEAs that will adopt the state Instructional Improvement System) Attend professional development on the Instructional Improvement System**
- **(For LEAs with a qualifying Instructional Improvement System) Ensure that teachers actively and regularly use the Instructional Improvement System at the classroom level**
- **Participate in professional development on formative assessments**
- **Evaluate existing district and/or building formative assessment programs to identify strengths and areas that require improvements**
- **Work collaboratively with the state and/or other participating districts to develop or strengthen the formative assessment program**
- **Participate in formative assessment pilot opportunities, if selected for the pilot program**

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

- Participate in professional development opportunities on the use of data.
- If applicable, continue to support teachers using the IIS at the classroom level.
- Participate in ODE’s system review sessions.
- Develop district-level teams to evaluate existing formative assessment programs to identify strengths and areas that require improvements.

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

- By May 2012, 30% of teachers and administrators will complete the online professional development on formative assessment.
- By October 2012, trained teachers and administrators will complete an evaluation of current formative assessment practices in classrooms.

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]

- If applicable, participate in acceptance testing of the IIS.
- If applicable, continue to support teachers using the IIS at the classroom level.
- Work collaboratively with the ODE and/or other participating districts to develop or strengthen the formative assessment program.
- Complete face-to-face and online professional development modules focused on content-specific formative instruction.

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

- By June 2013, 75% of teachers and administrators have attended professional development around the use of data and the instructional improvement system (IIS).

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- **Assess the use of the Instructional Improvement System at the classroom level and continue to deepen the focus on data-based instruction**
- **Ensure all teachers have completed face-to-face and online professional development modules on content-specific formative assessments**
- **Fully implement a formative assessment program (developed locally or collaboratively with the state or other participating districts) aligned with the district’s curricula and course planning**
- **Participate in professional development on the implementation of new state assessments**

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

- Evaluate the use and effectiveness of the IIS at the classroom level and provide professional development opportunities to continue to deepen the focus on data-based instruction.
- Complete face-to-face and online professional development modules focused on content-specific formative assessment.
- Begin initial implementation of new or refined formative assessment program.
- Participate in professional development on the implementation of new ODE assessments.

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

- By March 2014, all teachers will demonstrate active use of their local or the state developed IIS in their classroom.

Assurance Area D: Great Teachers and Leaders

Commitments:

Measure Student Growth

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

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

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

<p>Effective Support to Teachers and Principals</p>
<ul style="list-style-type: none"> • LEAs commit to implementing the residency program as specified in House Bill 1 with additional, intensive supports for new teachers in the lowest-performing schools. • LEAs commit to using the state’s professional development standards when designing and implementing professional development. • LEAs commit to using the state’s professional development standards when evaluating the effectiveness of professional development.
<p>Goals: <i>(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)</i></p>
<ul style="list-style-type: none"> • Measure Student Growth: (a.) Implement the student-level value-added program consistent with the program conducted by Battelle for Kids and (b.) Identify measures of student growth for grades and subjects that do not receive value-added reports. • Evaluation Systems: (a.) Adopt comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple factors, and which are aligned with criteria established by the ODE; (b.) Conduct annual evaluations of all teachers and principals using a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluations formats aligned with state criteria; (c.) Use data and results from the evaluation system in making decisions about professional development programs, budgets (building and district) and employment of teachers and principals; and (d.) Implement the Teacher Residency program. • Equitable Distribution of Effective Teachers and Principals: (a.) Implement recruitment and professional development strategies to increase the pool of effective teachers available to the Beachwood City School District for hard-to-staff subjects and specialty areas. • Effective Support to Teachers and Principals: (a.) Implement the residency program as specified in House Bill 1 with additional, intensive supports for new teachers; and (b.) Use the ODE’s professional development standards when designing, implementing and evaluating the effectiveness of professional development.
<p>Key Personnel:</p>
<p>Teachers, Administrators, Representative(s) from the Beachwood Federation of Teachers Executive Board, Teacher in Residence/Lead Mentor, and Local Professional Development Committee/Licensure Chairperson</p>
<p>Budget:</p>
<p>The district will allocate \$7,600 (\$1,600 the first year and \$2,000 per year thereafter) during the grant period to be used for staff supplemental salaries for work accomplished outside of the school day to oversee and assess the RttT process, including the communication plan.</p> <p>The district will allocate \$27,000 (\$6,000 the first year and \$7,000 per year thereafter) during the grant period to be used to offset costs for professional development in the area of Great Teachers and Leaders, including:</p> <ul style="list-style-type: none"> • professional development conferences, • consultants, • small group meetings of teachers and administrators, and/or

- school visitations to observe best practices.

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

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

Measure Student Growth

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

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

- **Attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers in the fall of 2011**
- **For schools designated as persistently low-achieving, provide co-teaching support for new teachers**
- **Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers**

- Assess current professional development to determine if it meets state professional development standards
- Develop a professional development plan to support local Race to the Top strategies

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

Measure Student Growth

- Examine current district and school practices related to the use of value-added data **and other data sources used to examine student learning and identify continuous improvement strategies (e.g., common formative assessments, benchmark assessments, etc.).**
- Attend professional development training sessions **through ODE or BFK** on the use of value-added data **and other data sources used to examine student learning and identify continuous improvement strategies.**
- **Review current** teacher-student linkage tools to ensure the accuracy and quality of value-added data.
- Distribute and utilize annual value-added reports for principals and teachers **through organized meetings with teacher teams for tested and non-tested grades and subject areas.**
- **Use BCS Curriculum Council to review and discuss current research on using multiple measures of student growth.**

Evaluation Systems

- Establish district project teams to work on the design of teacher and principal evaluation systems that include annual evaluations, the use of student growth measures as one of multiple factors, and other state and federal criteria.
- Attend **ODE sponsored** training sessions and **conduct a gap analysis of current practices, identify areas of alignment** to state and federal criteria **and areas of need.**
- **Consistent with the 2009-2012 (current) Master Contract, an evaluation committee will be formed to study and develop a multi-year plan for the design, field testing, and implementation of a revised teacher evaluation system.**

Equitable Distribution of Effective Teachers and Principals

- Conduct a needs assessment to determine the district's hard-to-staff subject and specialty areas and report those data to the state through the Web-based Recruitment System.
- Participate in professional development on best-in-class recruitment and retention strategies and tools.
- Build a high-quality applicant pool by establishing partnerships with teacher education programs and institutions.
- Review current hiring processes and interview protocols to determine if the district should use standards-based interview protocols.
- **Review the results of each assessment and identify strategies that are integrated and aligned with best practice research on ensuring equitable distribution of effective and highly effective educators.**

Effective Support to Teachers and Principals

- Attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers in the fall of 2011.
- Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers.
- Assess current professional development to determine if it meets state professional development standards.

- Develop a professional development plan to support local Race to the Top strategies.

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

Measure Student Growth

- By June 2011, **100%** of district administrators and **50% of teachers** will participate in professional development on incorporating value-added measures.
- **During the 2010/11 school year 100% of principals and teachers will receive and use value added reports to inform instruction.**
- **During the 2010/11 school year the BCS Curriculum Council will meet 6 times to review and discuss current research on using multiple measures of student growth.**

Evaluation Systems

- **By April 2011, 100% of RttT Transformation Team representatives will attend ODE sponsored training and provide professional development to school level teams on gap analysis tool.**
- By June 2011, 100% of designated school level teams will conduct gap analysis (if tool is available from the ODE) to determine the degree of alignment of current teacher and principal evaluations systems.
- **During the 2010/11 school year, the evaluation committee will meet no less than 3 times to review the design of teacher and principal evaluation systems.**

Equitable Distribution of Teachers and Principals

- By June 2011, district or school level teams will develop a plan to delineate effective strategies to recruit, place, and retain highly effective teachers.
- **During the 2010/11 school year, produce and distribute the results of needs assessments and analysis of hiring and interview protocols to 100% of administrators and the BFT President.**
- **During the 2010/11 school year, 100% of building principals will participate in professional development on the state's best-in-class recruitment and retention strategies and tools.**

Effective Support to Teachers and Principals

- By fall 2011, all Resident Educator Mentors will be trained and (if available from the ODE) complete certification process.

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

Measure Student Growth

- **Attend professional development training sessions on the use of value-added data**
- **Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data**
- **Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of**

performance improvement

- Identify and field-test other measures of student growth that can be used to supplement value-added growth data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments
- Determine how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests

Evaluation Systems

- Develop comprehensive models for teacher and principal evaluations, including timelines, activities, and personnel, with the goal of full implementation of new evaluation system by 2013-14
- Provide training to teachers and principals on the use of the new comprehensive evaluation system
- Begin piloting components of the revised evaluation system and use data to inform changes
- Report to ODE the state of the evaluation systems in terms of alignment to state and federal criteria
- Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
- Review current process for removing ineffective teachers and principals and develop plan to remove persistently low performing teachers and principals
- Develop a plan for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools

Equitable Distribution of Effective Teachers and Principals

- Develop a plan that details innovative strategies the district will use to recruit, place, and retain highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models. Include factors other than or in addition to seniority.
- (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions
- Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices

Effective Support to Teachers and Principals

- Fully implement the Teacher Residency program for all new teachers
- For schools designated as persistently low-achieving, provide co-teaching support for new teachers
- Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers
- Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development
- Implement a comprehensive professional development plan to support local Race to the Top strategies

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

Measure Student Growth

- **Attend professional development training sessions through ODE or BFK on the use of value-added data and other data sources used to examine student learning and identification of continuous improvement strategies.**
- **Participate in ODE-sponsored training on identifying strategies for measures of student growth in non-tested grades and subject areas.**
- **Attend professional development training sessions through ODE or BFK to refine teacher-student linkage tools to ensure the accuracy and quality of value-added data.**
- **Distribute and utilize annual value-added reports for principals and teachers through organized meetings with teacher teams for tested and non-tested grades and subject areas.**
- **Convene BCS Curriculum Council to 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 (e.g., **Dynamic Indicators of Basic Early Literacy Skills [DIBELS]** and **Developmental Reading Assessments [DRA]**, etc.), grade gains on supplemental tests (e.g., **IOWA measures**), end-of-semester/course exams, and performance-based assessments.**
- **Identify schools and/or teachers who will participate in field testing of other measures of student growth.**
- **Communicate progress within monthly written reports to stakeholders and semi-annual formal presentations to the BCS Board of Education.**

Evaluation Systems

- Develop comprehensive models for teacher and principal evaluation **aligned to the state model**, including timelines, activities, and personnel, with the goal of full implementation of new evaluation system by 2013-2014.
- **Develop a rating rubric that differentiates teacher and principal performance across multiple ratings for use in professional development, budgets, retention, and/or tenure.**
- Provide training to teachers and principals on the use of the new comprehensive evaluation system.
- **Conduct focus groups that allow teachers and administrators to provide input on draft policies, processes, and procedures.**
- **Per the current Master Contract, implement a multi-year plan for the design, field testing, and implementation of a revised teacher evaluation system.**
- Begin piloting components of the revised evaluation system and use data to inform changes.
- Report to ODE the status of the evaluation systems in terms of alignment to ODE and federal criteria.
- Develop 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

- Conduct working conditions assessments and develop an action plan and strategies for improving working conditions.
- Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices.
- Review the results of each assessment and identify strategies that are integrated and aligned with best practice research on ensuring

equitable distribution of effective and highly effective educators.

- **With ODE guidance, complete a working draft of an Innovative Educator Equity Plan (IEEP).**
- **Using the working draft, develop an IEEP that details effective strategies the district will use to recruit, place, and retain effective and highly effective educators.**

Effective Support to Teachers and Principals

- Fully implement the Teacher Residency program for all new teachers.
- Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead teachers.
- Use the ODE professional development standards and results of teacher evaluation in planning, conducting, and evaluating professional development.
- Implement a comprehensive professional development plan to support local Race to the Top strategies.

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

Measure Student Growth

- By June 2012, school and district administrators will implement a validation process for student-teacher linkages for value-added.
- **By June 2012, 100% of teachers and new administrators will participate in professional development on incorporating value-added measures, identifying strategies for measures of student growth in non-tested grades and subject areas, and integrating student-teacher linkage tools.**
- **During the 2011/12 school year 100% of principals and teachers will receive and use value added reports to inform instruction.**
- **During the 2011/12 school year the BCS Curriculum Council will meet 9 times to review and discuss current research on using multiple measures of student growth.**
- **By June 2012, 100% of principals and 25% of teachers will initiate work to create and test accuracy of student-teacher linkages.**

Evaluation Systems

- **During the 2011/12 school year, the evaluation committee will meet no less than 3 times to utilize the results of the gap analysis to redesign, if needed, current teacher and principal evaluation systems that align with ODE and federal requirements.**
- **By June 2012, 100% of principals and teachers will be trained on any revisions to the evaluation system.**
- **During the 2011/12 school year, at least 1 building level focus group meeting will be held to provide input to the district evaluation committee on draft policies, processes, and procedures.**

Equitable Distribution of Effective Teachers and Principals

- **By August 2012, the Beachwood Board of Education will be presented with a resolution that recommends the approval of the IEEP.**

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

Measure Student Growth

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

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

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

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

Measure Student Growth

- Ensure all teachers are trained on the use of value-added data.
- Utilize **and validate** teacher-student linkage tools to ensure the accuracy and quality of value-added data **for all teachers in the district.**
- Distribute and utilize annual value-added reports to inform professional development and areas of continued improvement.
- **Field test multiple measures of student growth for non-tested subjects in all grade levels.**
- **Analyze data from field testing results of multiple measures of student growth and revise and edit as necessary.**
- **Communicate progress within monthly written reports to stakeholders and semi-annual formal presentations to the BCS Board of Education.**

Evaluation Systems

- Continue training and professional development **of teachers and principals** on new evaluation systems **aligned with the state model.**
- **The evaluation committee will identify evaluation components to be field tested, timelines, and methods for collecting data and feedback.**
- **Training for teachers and administrators involved in field testing is designed and provided.**
- **Field testing of evaluation components is completed and data is collected and examined in order to develop and recommend detailed plans for full implementation in Year 4.**
- Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state.
- Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria.
- Review current processes for granting tenure and develop a plan for tenure review using evaluation results and incorporating the new 7-year timeframe for tenure.
- **Representatives from the evaluation committee will attend ODE provided training and credentialing to support the implementation of the BCS new evaluation system aligned with the state model.**
- Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers).
- **Provide information meetings for teachers to review contract language, evaluation procedures, and the summative rating system.**

- District administrators work with ODE to gain an understanding of the requirements for reporting aggregated data to the state.

Equitable Distribution of Effective Teachers and Principals

- Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis (EHEE).
- Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices regarding recruitment, placement and retention of highly effective teachers.
- **Implement the district's IEEP by executing the effective strategies outlined in the plan.**
- **Monitor the district's progress in fulfilling goals and completing the effective strategies in the IEEP.**
- **Based on quantitative and qualitative data sources identify specific and achievable ways to refine IEEP.**

Effective Support to Teachers and Principals

- Continue implementation of the Teacher Residency program for all new teachers.
- Provide feedback on performance to all lead teachers and mentors in the Teacher Residency program.
- Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development.
- Review professional development plan and modify it based on student data, and allocate professional development funding accordingly.

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

Measure Student Growth

- **By June 2013, 100% of newly hired teachers and administrators will participate in professional development on incorporating value-added measures, identifying strategies for measures of student growth in non-tested grades and subject areas, and integrating student-teacher linkage tools.**
- **During the 2012/13 school year 100% of principals and teachers will receive and use value added reports to inform instruction.**
- **During the 2012/13 school year the BCS Curriculum Council will meet 9 times to review and discuss value added data and multiple measures of student growth to inform professional development and areas of continued improvement.**
- **By June 2013, 100% of principals and 50% of teachers in tested subjects will validate the process for student-teacher linkages.**
- **By June 2013, 25% of teachers in non-tested subjects will field test multiple measures of student growth in all grade levels.**
- **During the 2012/13 school year the RttT Transformation Team will communicate progress within monthly written reports to stakeholders and semi-annual formal presentations to the BCS Board of Education.**

Evaluation Systems

- By June 2013, train all staff in redesigned standards-based teacher and principal evaluation systems that aligns to ODE and federal requirements.
- **By June 2013, 100% of the evaluation committee will attend ODE provided training and credentialing to support the implementation of the BCS evaluation system aligned with the state model.**
- **During the 2012/13 school year, the evaluation committee will meet no less than 3 times to identify evaluation components to be field**

tested, timelines, and methods for collecting data and feedback.

- During the 2012/13 school year, no less than 2 meetings will be held for teachers to review contract language, evaluation procedures, and the summative rating system.

Equitable Distribution of Effective Teachers and Principals

- During the 2012/13 school year, the RttT Transformation Team will meet no less than 3 times to monitor the district's progress in fulfilling goals and completing the effective strategies in the IEEP.
- By June 2013, 100% of effective strategies outlined in the IEEP will be implemented, monitored, and assessed based on successful impact.
- By June 2013, 100% of teachers teaching in a designated subject area shortage are effective and/or highly effective.
- By August 2013, the Beachwood Board of Education will be presented with a resolution that recommends approval of any revisions to the IEEP.

Effective Support of Teachers and Principals

- By 2013, all school/district professional development plans will meet state and federal guidelines.

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

Measure Student Growth

- Ensure all teachers have participated in professional development training sessions on the use of value-added data
- Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
- Distribute and utilize annual value-added reports for teachers and principals to inform professional development and areas of performance improvement
- Continue to refine other identified measures of student growth used to supplement value-added data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments

Evaluation Systems

- Fully implement the new evaluation system and conduct annual evaluation of teachers and principals using the new evaluation system
- Continue training and professional development on the new evaluation system
- Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education
- Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
- Implement the plan for rigorous tenure review using evaluation results and incorporating the new seven-year timeframe for tenure, develop strategies to assess effectiveness of new tenure review plan

- **Implement the plan to remove persistently low-performing teachers and principals**
- **Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools**

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

- **Assess implementation of the Teacher Residency program and make needed changes based on data**
- **Assess the success of the co-teaching support for new teachers and make needed changes based on data**
- **Train additional lead teachers and mentors for the Teacher Residency program as needed**
- **Use the state professional development standards, student data, and results of teacher evaluation in planning, conducting, and evaluating professional development**

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

Measure Student Growth

- Ensure all teachers are trained on the use of value-added data.
- **Validate** teacher-student linkage tools to ensure the accuracy and quality of value-added data.
- Distribute and utilize annual value-added reports to inform professional development and areas of performance improvement.
- Continue to refine other identified measures of student growth used to supplement value-added data.
- **Implement an aligned plan for collecting measures of student growth for all teachers and principals.**
- **Communicate progress within monthly written reports to stakeholders and semi-annual formal presentations to the BCS Board of Education.**

Evaluation Systems

- Fully implement the new evaluation system and conduct annual evaluations of teachers and principals using the new evaluation system.
- Continue training and professional development on the new evaluation system, **including regular opportunities for administrators to meet**

and share samples of evaluation components.

- **Provide opportunities for discussion between the administration and the Beachwood Federation of Teachers to address any issues or concerns and make any necessary modifications.**
- Provide aggregated effectiveness ratings for teachers to the ODE as required by the US Department of Education.
- Implement the plan for tenure review using evaluation results and incorporating the new seven-year timeframe for tenure.
- Develop strategies to assess effectiveness of new tenure review plan.
- Implement the revised plan to use data and results from the evaluation system in making decisions about professional development programs, budgets and employment of teachers and principals (**retention and/or tenure**).
- Provide 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

- Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices.
- Implement the refined IEEP.
- Determine whether the selected effective strategies are having a desired impact.
- Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis (EHEE) based on full implementation of the BCS teacher evaluation system aligned with the state model.

Effective Support to Teachers and Principals

- Assess implementation of the Teacher Residency program and make needed changes based on data.
- Train additional lead teachers and mentors for the Teacher Residency program as needed.
- Use the ODE 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

- By June 2014, all schools will use varied measures of student growth to inform professional development, classroom instruction, instructional leadership and performance improvement.
- **By June 2014, 100% of principals and 100% of teachers in tested subjects will validate the process for student-teacher linkages.**
- **By June 2014, 100% of newly hired teachers and administrators will participate in professional development on incorporating value-added measures, identifying strategies for measures of student growth in non-tested grades and subject areas, and integrating student-teacher linkage tools.**
- **During the 2013/14 school year, 100% of principals and teachers will implement multiple measures of student growth and use reports from these measures and value added reports to inform instruction in all grade levels.**
- **During the 2013/14 school year the BCS Curriculum Council will meet 9 times to review and discuss value added data and multiple measures of student growth to inform professional development and areas of continued improvement.**

- **During the 2012/13 school year the RttT Transformation Team will communicate progress within monthly written reports to stakeholders and semi-annual formal presentations to the BCS Board of Education.**

Evaluation Systems

- **By June 2014, fully implement the new evaluation system and conduct annual evaluations of teachers and principals.**
- **During the 2013/14 school year, there will be no less than 3 opportunities for administrators to meet and share samples of evaluation components.**
- **During the 2013/14 school year, there will be no less than 2 meetings of the administration and a representative of the Beachwood Federation of Teachers to address any issues or concerns and make any necessary modifications.**
- **By June 2014, the Beachwood Board of Education will be presented with a resolution that recommends approval of any revisions to the evaluation system.**

Equitable Distribution of Effective Teachers and Principals

- **By June 2014, all district and school leaders will have evidence and data to support best practices for teacher recruitment, placement, and retention.**
- **During the 2013/14 school year, the RttT Transformation Team will meet no less than 3 times to review teacher retention and attrition data to determine whether changes are needed in district policies and practices.**
- **By August 2014, the Beachwood Board of Education will be presented with a resolution that recommends the approval of any revisions to the IEEP.**

Assurance Area E: Turning Around the Lowest-Achieving Schools

STATE PLAN SECTION: (E) (1) TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Commitments:

- LEAs commit to implementing one of four Race-to-the-Top specified intervention models in schools designated as among the lowest 5%, and will implement the models in schools each year, to ensure implementation in all such schools within four years.
[NOTE: This section is required only for LEAs with schools identified as persistently low-achieving]
- LEAs with a three-year average graduation rate of less than 80% commit to applying Race-to-the-Top funding to implement the linkage coordinator component of the Governor's Closing the Achievement Gap initiative.
[NOTE: This section is required only for districts with a graduation rate of less than 80%]

Goals:

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

Key Personnel:

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

Budget:

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- Ensure that SIG-funded schools implement the selected intervention model

- Participate in ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Provide job-embedded professional development to staff
- Provide increased learning opportunities to staff and students
- Implement social-emotional and community supports for students
- Implement effective family engagement practices
- Evaluate implementation of intervention model in SIG-funded schools
- Apply for continuation SIG funding
- Complete an application for initial SIG funding for non-SIG funded schools identified as persistently low-achieving
- Work with schools in “Early Warning” status in coordination with regional support teams and the Office of Transforming Schools; conduct diagnostic review
- Convene a Family and Civic Engagement (FCE) team
- Work with county Family and Children First Council
- Develop a five-year Family and Civic Engagement plan and submit the plan to county Family and Children First Council
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

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

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

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

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- Fully implement selected intervention models in SIG-funded schools
- Participate in ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Provide job-embedded professional development to staff
- Provide increased learning opportunities to staff and students
- Provide social-emotional and community supports for students
- Provide effective family engagement practices and supports
- Evaluate implementation of intervention model
- Complete application for continuation SIG funding

- Intervene in schools in “Early Warning” status and develop and implement a systematic plan to improve the school’s performance
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

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

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

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

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- Continue full implementation of the intervention models
- Participate in all ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Evaluate implementation of intervention model and take steps to ensure continual deepening of the work
- Assess progress in schools in “Early Warning” status and taketh additional corrective action if needed
- Complete application for continuation SIG funding
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

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

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

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

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- **Continue full implementation of the intervention models**
- **Participate in all ODE-sponsored quarterly technical assistance sessions**
- **Work collaboratively with ODE-assigned Transformation Specialist(s)**
- **Evaluate implementation of intervention model and continually deepen the work**
- **Evaluate progress in schools in “Early Warning” status and take additional corrective action if needed**
- **Participate in Family and Civic Engagement professional development, coaching and evaluation**
- **Report progress of Family and Civic Engagement plan to the county Family and Children First Council**
- **For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators**

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

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.

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

** This section is not applicable at this this time; however, the Beachwood City School District will apply for future competitive grants should they become available.