

RTTT ACTION STEP	LEAD RESPONSIBILITY	TARGET DATES	RESOURCES NEEDED	PROGRESS REPORT
Assurance A: Transformation Team and Transparent Communication				
1. Form a Race to the Top (RttT) Team of twelve to include district administrators with knowledge and expertise in standards and assessments, using data, including growth data, to improve instruction, human capital management (evaluation systems, induction and support programs, and talent recruitment and management), improving low-performing schools and supporting high need students, and effective communications, and with at least half of the team members being teachers selected by the Cleveland Teachers Union.	Eric Gordon Mark Baumgartner	1/27/2011		COMPLETE
2. Conduct monthly meetings to provide oversight for local RttT efforts as outlined in this Scope of Work.	Eric Gordon Mark Baumgartner	1/27/2011		COMPLETE * Scheduled monthly for the last Thursday of each month from 4 to 6 PM * Assurance area meetings are scheduled monthly in the 2nd and 3rd week of the month to prepare for oversight meeting
3. Conduct Communications Survey (external)	Roseann & L'Taundra	4/15/2011		* Survey is ready; * have a tool that we can use to deliver the survey or have survey monkey * training scheduled in early July * survey delivered by web and phone in July

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4. Conduct Communications Survey (internal)	Roseann & L'Taundra	4/15/2011		<ul style="list-style-type: none"> * Survey is ready; * have a tool that we can use to deliver the survey or have survey monkey * training scheduled in early July * survey delivered by web and phone in July
5. CTU Communications with its members	Roseann & L'Taundra	First week of each month		* working with CTU webmaster for posting CTU web presence in summer
6. Establish Communications and Media Relations Protocols	Roseann Canfora	2/28/2011	* send electronic copy	<ul style="list-style-type: none"> * protocols established; * committee needs to review and provide approval
7. Establish a Strategic Communications Plan	Roseann Canfora	4/28/2011	* send electronic copy;	<ul style="list-style-type: none"> * logos are completed; * strategic communications plan has been completed; * TDES stationary completed; * TDES transcript from WCPN broadcast
8. Build a stakeholder database and mailing list	Roseann Canfora	2/28/2011		<ul style="list-style-type: none"> * strategy is to build this into School Messenger; * targeted completion in July

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9. Publish quarterly editions of CMSD newsletters	Roseann & L'Taundra	4/28/2011	* send electronic copy of newsletters for committee review	* completed RttT newsletter which is displayed on CMSD web page to all stakeholders; * mail RttT newsletter in July (residents, supporters, partners, VIPs, City Council, Clergy, Staff); * CMSD calendar will feature RttT * two TDES newsletters sent to staff;
10. Publish monthly editions of online news via CMSD web	Roseann Canfora	4/28/2011		* RttT segment on the Academic page; * Met with system provider to move a content box to RttT box on main page of website, target date August 20
11. Hold public forums on academic improvement for stakeholders		3/29/2011 3/30/2011		INCOMPLETE

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<p>12. Provide an update on the progress of the RttT Scope of Work at each CMSD Board of Education work session with joint presentations by the superintendent and union president and members of the RttT Transformation Team, as appropriate.</p>	<p>Eric Gordon</p>	<p>4/5/2011</p>		<p>* Updated PDF provided monthly to Board of Education, Ohio Department of Education, and posted on Academic page of District website reporting sent in Board Report</p>

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Assurance B: Standards and Assessments				
<p>1. Beginning in November 2010, CMSD will host four (4) Enhanced Standards symposia for all district administrators, faculty and professional staff to examine the new standards in English Language Arts, mathematics, science and social studies. Members of the symposia will conduct an in-depth audit of district, school and classroom implementation readiness in the following areas; a) curriculum, b) professional development, c) materials and resources, d) alignment of instructional strategies, assessments, data systems, e) implementation of monitoring strategies, f) resources and staff supports; and g) social and other student supports.</p>	<p>Karen Thompson & Mark Baumgartner</p>	<p>2/12/2011</p>		<p>COMPLETE - four sessions conducted</p>
<p>2. Beginning in January 2011, primary grade/licensed teachers identified in the District's PEAC master teacher program will be selected to unpack the K-2 Enhance Core Curriculum (ECC) and plan professional development for the building level ECC Champions as well as all district K-2 teachers. Every school building will identify a teacher, who will serve as the ECC Champion. Using a train-the-trainer model, the ECC Champion will participate in monthly professional development to prepare for staff awareness training during monthly two-hour early release development meetings.</p>	<p>Karen Thompson Deb Paden Sue Myers</p>	<p>* see attached event dates</p>	<p>* electronic copy</p>	<p>* Job description for ECC champion stipend finalized; * At final session teachers were given details about being an ECC champion; selection will be completed in fall when all staff reassignments are complete; * monthly PD for ECC champions will begin in September 15, 2011; * will need to be prepared to adjust for any October necessary transfers</p>

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<p>3. During the Spring Semester (Jan/Feb/Mar and Apr/May/June) of the 2010-11 school year, each district K-2 teacher, in cohorts of 60, will be provided two six hour professional development days of training to prepare for the early adoption of the ECC in the fall of 2011. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.</p>	<p>Karen Thompson Deb Paden</p>	<p>* see attached event dates</p>	<p>* electronic copy</p>	<p>* Unpacking events for ECC complete (all K-2 teachers received 2 six hour sessions with make-up sessions scheduled June 27-June 30 and August 1-4;</p>
<p>4. Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade K-2 longitudinal data sources by March 2011. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by K-2 teaches during one of the two professional development sessions provided in the spring of 2011.</p>	<p>Eric Gordon Russ Brown Karen Thompson Julie Snipes-Rea Sue Myers</p>			<p>* Teachers selected from each grade to load materials and resources based upon scope and sequence work completed for common core; * mapping diagnostic assessments and NWEA to align with common core, allowing for periodic assessments for 2011-12</p>
<p>5. In June 2011, the district will created the first draft ECC Scope and Sequence and aligned assessment materials for Grades K-2 using the district's Scope and Sequence curriculum planning process and will use crosswalk documents provided by the Ohio Department of Education to link current Scope and Sequence content to the newly created ECC Scope and Sequence documents.</p>	<p>Karen Thompson Mark Baumgartner</p>	<p>* 6/15-16/11</p>		<p>COMPLETE - first draft scope and sequence session completed on June 14 14 and 15 for scope and sequence</p>

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Assurance C: <u>Using Data to Improve Instruction</u>				
1. Complete audits of:				
a. existing Instructional Improvement System (Schoolnet) to ensure that it meets all USDoE requirements. Develop a contract addendum to make necessary improvements to Schoolnet that meets all requirements by June 2011.	Eric Gordon Mark Baumgartner	1/21/2011	* Claire will check on status of IIS rubric	* state rubric won't be available until 12/2011
b. existing classroom computer resources that would support the instructional management system and paired assessment solution.	Russ Brown Nikki Gentile Lois Klamar Joe Podach	6/30/2011		* Online audit of resources and space completed; * Currently validating online data collection for accuracy - approximately 25% complete - target completion date June 30; * completed tentative modeling for distribution of resources;
2. Collaboratively complete the selection and implementation of public and secure assessment item banks and a local scan solution for both teacher-made formative assessments and secure interim (benchmark) assessments that feeds directly back into the Instructional Improvement System.	Russ Brown Nikki Gentile	Fall 2011	* need to ensure the collaborative team is in place and updated	* The first RFP did not return strong respondents; * Evaluating ETS item bank; * recommendation due June 30; * scannable solution purchases are dependent upon other technology allocations; on hold until Fall

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<p>3. Publish to the Instructional Improvement System model lesson units, lesson plans, assessments, materials, and resources identified or produced by district PEAC master teachers (as outlined in Assurance B) for grades K-5.</p>	<p>Karen Thompson Deb Paden Nikki Gentile Russ Brown</p>		<p>* need to meet to review this item and implement strategy</p>	
<p>4. Develop a research protocol with the District's Office of Research and Assessment and Cleveland State University's Center for Urban Education (CUE) to collaboratively develop research projects that effectively evaluate the implementation of district programs.</p>	<p>Chris Broughton Dr. Perry (CSU) Kate Schwab School counselors selected by UCC</p>	<p>Implementation for counseling planned for Fall 2011; ESL measure of language acquisition planned for Fall 2012</p>	<p>* let's check on involvement of chapter chairs and counselors</p>	<p>* established partnership with Cleveland State University (CUE); * field test with Lincoln-West High School being developed to look at ESL college readiness; * Several meetings completed with project plan to include study of Lincoln-West and TJ Newcomers; * Plan in place to work with counselors on college readiness for LW students; TJ plan is not yet developed but is studying how we can reliably measure language acquisition</p>

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<p>5. Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade K-2 longitudinal data sources by January of 2011. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by K-2 teachers during the professional development provided in the spring of 2011.</p>	<p>Eric Gordon Russ Brown Karen Thompson Julie Snipes-Rea Sue Myers</p>	<p>August 2011 target for mapping of assessments</p>		<p>* Teachers selected from each grade to load materials and resources based upon scope and sequence work completed for common core; * mapping diagnostic assessments and NWEA to align with common core, allowing for periodic assessments for 2011-12</p>

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Assurance D: Great Teachers and Leaders				
D-1: Measure Student Growth				
<p>1. Examine potential current district and school practices related to student growth, including an analysis of the current level of utilization of available value-added measures and the identification of the training needs to be able to effectively use these resources.</p>	<p>Russ Brown & Eric Gordon (Jim Mahoney)</p>	<p>* consultant identified in Fall 2011 by TDES team; * PD needs assessment led by consultant</p>		<p>* University of Wisconsin consulted as part of TDES list; * TDES committee developed a "know, need to know" list; * TDES collected national data about what is happening in this work; * Need to identify consultant to work with TDES/RttT Teams; * Need to identify professional development needs</p>
<p>2. Engage district content experts from the Office of Research and Assessment and the Office of Curriculum and Instruction and participate in state and regional professional development about the UVAS value-added model to prepare to provide professional development for the appropriate use of value-added data.</p>	<p>Russ Brown Laura Purnell</p>		<p>* ODE professional development calendar; * ODE is hiring RttT Curriculum Specialist who can assist with aligning PD</p>	<p>* Sent initial team in Fall 2010 * PD is available at state level now; need to schedule team to attend</p>
<p>3. The District will train teachers to utilize the student linkage tool to ensure the accuracy of the student-teacher association used for producing the value-added reports.</p>				<p>COMPLETE</p>

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4. Mutually develop a plan to distribute value-added reports with paired quality professional development to facilitate the appropriate use of the data.			* Claire to check on distribution timeline	* Have training guides for each building; awaiting model report to develop plan for distribution and training

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Assurance D: Great Teachers and Leaders				
D-2: Evaluation Systems				
<p>1. A joint steering committee comprised of five (5) CMSD and five (5) Cleveland Teachers Union (CTU) members will be formed to create a new Teacher Development & Evaluation System (TDES). Of these ten (10) members, at least one (1) District and at least one (1) CTU member shall be selected from the PEAC/PAR Governing Board. The steering committee will be led and co-chaired by one (1) representative each appointed by the CEO of CMSD and President of CTU and will provide oversight of all planning and development of the new evaluation system. The PEAC/PAR Governing Board will be the committee responsible for overseeing the implementation of and the evaluation of piloting and field testing of the TDES and will report evaluation findings and recommendations to the joint steering committee. The TDES will be developed by practicing stakeholders (teachers and building administrators), facilitated by co-chairs selected from the joint steering committee. Measures of student growth, including value-added data will be a component of the scope of work for the TDES Steering Committee to develop. Timelines and procedures as detailed in the Collective Bargaining Agreement will be followed for full implementation by 2013-2014.</p>	Christine Fowler-Mack Maryann Fredrick			TDES Committee is in place
<p>2. Attend training session and use gap analysis tools to determine the degree of alignment of current teacher and principal evaluation systems to state models and federal criteria. This gap analysis will allow the TDES Steering Committee to:</p>	Christine Fowler-Mack Maryann Fredrick	2/23/2011		COMPLETE
<ul style="list-style-type: none"> examine significant findings and research relevant to high quality evaluation systems; 	Christine Fowler-Mack Maryann Fredrick			* completed as part of TDES work
<ul style="list-style-type: none"> Study best practice examples of high quality teacher evaluation systems and identify promising practices (including those of the Ohio Department of Education, the American Federation of Teachers, and others); 	Christine Fowler-Mack Maryann Fredrick			* completed as part of TDES work

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<ul style="list-style-type: none"> Finalize a set of guiding principles that delineate the essential characteristics/beliefs the district/teachers union holds for a high quality evaluation system for teachers; 	Christine Fowler-Mack Maryann Fredrick			* completed as part of TDES work
<ul style="list-style-type: none"> Design strategies for ongoing and open communication with district staff to ensure that the processes are transparent; and, 	Christine Fowler-Mack Maryann Fredrick			* completed as part of TDES work
<ul style="list-style-type: none"> Identify resource needs for the design and implementation phase of the work (e.g., technical assistance from outside consultants, Educational Service Centers, the Ohio Department of Education, the American Federation of Teachers, and others) 	Christine Fowler-Mack Maryann Fredrick			* consultants identified for first phase of work; * begun exploring management tools
<p>3. A committee comprised of CMSD administrators will be formed to create a new administrative development and evaluation system. Practicing administrators from all levels of the organization will be involved in the development and implementation.</p>	Christine Fowler-Mack Eric Gordon Laura Purnell	* Summer?		
<p>4. Identify appropriate national consultants (i.e. Charlotte Danielson) to facilitate development of the TDES and (Administrative Evaluation).</p>	Christine and MaryAnn			* Paula Beven (TDES) identified for TDES * ODE liaisons (Wesley) * Stephanie Myers of AFT * seeking consultant for multiple measures work * Not yet identified for ADES

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<p>5. Continue to develop Peer Assistance and Review protocols to support teachers and administrators who need additional assistance, recommend the removal of persistently poor performing teachers and administrators, and Master Teacher protocols to identify and reward teachers and administrators who consistently demonstrate exemplary performance.</p>				<ul style="list-style-type: none"> * PAR process is in place; * TDES committee recommended draft three-tier assistance process; * Deferred Decision Clusters related to Master Teacher until Phase I TDES implementation data is collected
<p>6. Identify a minimum of ten (10) schools for participation in field testing and piloting of the proposed TDES evaluation model during the 2010-11 school year. The ten (10) schools shall include the four (4) School Improvement Grant (SIG) Tier I Schools identified as “Refocus Schools” in the District’s Academic Transformation Plan and in which the federal Transformation Model is being implemented, and six (6) schools representing two (2) schools identified in each of the three remaining categories of the Academic Transformation Plan (“Growth Schools”, “Repurpose Schools”, and “Monitor Schools”). The ten pilot schools shall represent a cross section of geographic and academic neighborhoods, grade spans, and both schools with written MOUs and those operating under the existing CBA. Pilot schools (other than the Tier I SIG schools identified above) will be selected through an “opt-in” process in which schools can volunteer for participation through a 75% majority vote of the teachers. Should the “opt-in” process fail to recruit a sufficient number of schools from which the Joint Steering Committee can select, the committee shall be responsible for identifying this cross section of schools, subject to the mutual agreement of the CEO and the CTU President.</p>				<ul style="list-style-type: none"> * Identified 24, including all Transformation Model SIG schools

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<p>7. During spring 2010-11, design, field test, revise, and field test (without consequence) the components of the TDES, including the certification/training of the evaluators, in the identified pilot schools.</p>			<p>* Certification of evaluators has not been developed to date</p>	<p>* Evaluation Training as part of school based team is scheduled for June 2011 and August 2011; * Phase I implementation begins in Fall 2011;</p>
<p>8. The TDES and ADES, developed with reliability measures as described above, will support struggling teachers and administrators and reward excellent teachers and administrators, and will be used to inform decisions on employment.</p>			<p>* ADES not begun</p>	<p>* Phase one no-fault implementation is prepared to begin in Fall 2011; * Determined a process for struggling teachers to revert to current assessments for support and accountability</p>

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Assurance D: Great Teachers and Leaders				
D-3: Equitable Distribution of Effective Teachers and Principals				
1. 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.	* Christine and Donna Bowen	3/20/2011	* copy of analysis needed for team; * Claire will find out about the web-based recruitment system where data is to be reported; * load into sharepoint after reviewed by team	* Have some work from TIF grant to share * Analysis is complete and needs shared with RttT team * HR is examining trends in staffing areas
2. Create a district-wide talent management plan for teachers, school administrators, central office, and other staff that considers workforce planning, recruitment, selection, induction.	* Donna Bowen		* copy of recommendations to team	* HR teams are visiting other school districts to learn about talent management implementation; * set of recommendations have been created with consultant Betsy Aarons; * Laura Purnell has focused on induction of administrators
3. 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).	* Donna Bowen		* share review results with team	* Review has occurred

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4. Build capacity within the Human Resources department to track multiple talent management metrics, including training of human resource personnel in service to schools and planning for the implementation of a modern Human Resources Information System.	* Donna Bowen			* Staff members have begun to attend workshops to both be trained and to learn how to manage the work as it broadens to include possibilities of teachers attending recruitment fairs, etc. *Jillian will serve as CTU contact as CTU staff become directly involved
5. Utilize the PEAC/PAR teacher incentive program for teachers to engage in leadership roles in the district. The PEAC/PAR Governing Board will monitor RttT goals/projects involving PEAC teachers.	* Mark Baumgartner and Eileen Stull supported by Karen Thompson and Sue Myers * TDES cochairs			* PEAC projects and leadership roles have been created
6. The RttT Transformation Team and the PEAC Governing Board will meet to align the RttT Scope of Work.	* Mark Baumgartner and Eric Gordon		* need to assemble RttT, TDES, and PEAC/PAR Boards; * Review Scope of Work	
7. Develop a Teacher Licensure Pipeline for hard-to-staff subjects and specialty areas including math, science, special education, ELL, and media.	Jillian Ahrens Donna Bowen	Jul-11		* Meeting planned for summer to complete this work

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Assurance D: Great Teachers and Leaders				
D-4: Effective Support of Teachers and Principals				
1. Attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers.	* Christine, Jillian, Karen Joyce, and Laura Purnell			COMPLETE
2. Expand the identification of PEAC-C teachers for participation as lead teachers and mentors for the Teacher Residency program.	* Jillian Ahrens * Laura Purnell			COMPLETE - 84 PEAC teachers applied to be mentors and will be trained; corelating training for potential mandatory PAR training as well
3. Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers		6/9/2011		* Trainings specifically for Cleveland (due to size) established for Summer 2011
4. Assess current district induction practices to determine if these practices meet state professional development standards and the needs of the district's teachers and principals and develop a district induction program that is aligned to the Teacher Residency program and best practices for professional development.	Laura Purnell Sue Myers	6/10/2011	* share review with team	* Review of current practices complete; * Residency Program guidelines will lead establishment of new induction system
5. Revise the district's Principal Pipeline program to support the recruitment, growth, and retention of high quality administrators.	Laura Purnell		* share review with team	* Pipeline revision is complete

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<p>6. Revise the district's professional development plan to ensure training for all teachers in the implementation of the Enhanced Core Curriculum, the use of data to improve instruction, the implementation of effective instructional strategies, professional learning community practices, and to ensure access to an array of research-based supports for teachers and administrators in need of support and intervention. Examine and select a modern professional development software tool to support effective monitoring and tracking of professional development activities, dollars budgeted and spent on these activities, and activities taken by teachers in need of interventions and supports</p>	<p>Professional Development Committee</p>	<p>7/15/2011</p>	<p>* Convene Professional Development Committee; * Review of PD tools need begun</p>	

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Assurance E: Turning Around the Lowest-Achieving Schools				
1. Implement the School Improvement Grant as approved by the Ohio Department of Education, using the resources provided to these identified schools through SIG funding.				COMPLETE
<ul style="list-style-type: none"> The 12 schools receiving SIG monies will develop building plans (AAP) that incorporate the SIG model designated by the CMSD (i.e. Transformation, Turnaround, Close, Restart). AAP Teams consisting of CTU and CMSD Administration will work collaboratively to tailor each building's plan to the needs of its school's clientele (students, staff, families and community.) 	Eric Gordon School AAP Teams	2/14/2011		COMPLETE
<ul style="list-style-type: none"> CMSD/CTU will create a SIG School Monitoring Taskforce. Half of the members will be selected by the District CEO and half of the members will be selected by the CTU President. The CMSD and CTU will mutually develop guidelines and timelines. 	Renee Cavor David Buttram	2/17/2011 3/25/2011		COMPLETE - team is meeting monthly
2. Revise the five-year Family and Civic Engagement plan submitted to the Cuyahoga County Family and Children First Council in 2009-10 and resubmit to FCFC.	Renee Cavor Tracey Hill	1/27/2011 2/22/2011	* Share draft with team; * draft submitted to county on 6/17/11	COMPLETE
3. Provide 13 linkage coordinators in support of CMSD high schools and plan for the implementation of additional linkage coordinators in district K-8 schools in which less than 50% of students have attained a proficient score on seventh-grade achievement assessments in English language arts or mathematics.	Renee Cavor		* Have carryover funds from Kaiser for beginning of next year	COMPLETE * implemented current linkage coordinator program; identified 28 schools to receive additional regional support in Fall

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<ul style="list-style-type: none"> The present Linkage Coordinators will begin to implement CTAG Programming at their current high schools with girls that fit the criteria as outlined in the Governors vision beginning in January of the 2010-2011 school year, as required by HB1. This expansion will increase the scope of their present work, thus increasing responsibility and compensation. <i>This plan will begin in January 2011.</i> 	Renee Cavor	2/17/2011	* resources don't allow for full program expansion	* Implement programming with girls where additional resources are not required (included in speakers, panels, etc.) but do not participate in full program
<ul style="list-style-type: none"> Provide the current 13 Linkage Coordinators with relevant professional development to enhance their ability to serve as an intermediary with staff, community and administration on behalf of the students that they serve, while addressing the non-academic barriers affecting the learning environment for CTAG students and educators. Learning environments are transformed by improved relationships, belief systems, high achievement expectations, and the creation of a cadre of professions equipped with resources to assist. Professional development for Linkage Coordinators will include the monthly sessions provided by the Governor's Office. Other professional development including the National Alliance of Black School Educators Annual Conference and AFT Center for School Improvement training may also be considered. <i>This plan will begin immediately.</i> 	Renee Cavor Mark Baumgartner	1/19/2011 2/17/2011 3/16/2011		COMPLETE * NABSE * Council for Spanish Speaking Students * Educating and Graduating Latino Students * Ruby Payne's Boys in Poverty * CTU members participated in all but NABSE
<ul style="list-style-type: none"> Create 2 Regional Linkage Coordinators that would monitor the implementation of the CTAG Program on all levels. These Regional Linkage Coordinators will serve as the link between "the field" and central office, where the Program Manager is housed. These Regional Linkage Coordinators would also serve as a Linkage Coordinator for their respective High School where the student populations may be smaller (i.e. Washington Park, MLK, Ginn). <i>This strategy and plan implementation will begin immediately.</i> 	Renee Cavor	1/27/2011		COMPLETE * Washington Park & MLK coordinators are serving in this role

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<p>4. Provide resources and supports to students who qualify for participation in the CTAG Initiative (failed two or more classes; absent 36 days or more; received five or more days of out-of-school suspension; or, held back a grade/over the age for grade-level).</p>	<p>Renee Cavor</p> <p>* Diana Ehlert</p> <p>*David Buttram</p>		<p>* Credit Recovery - need to follow-up on 9th grade credit recovery MOU</p>	<p>COMPLETE</p> <p>* Exposure Trips;</p> <p>* Book Clubs;</p> <p>* Uniforms;</p> <p>* Social Supports;</p> <p>* Speakers;</p>
<p>• Re-institute the programmatic components of the CTAG Initiative that was originally written into the Governors vision. These components included bookclubs, exposure trips (academic and cultural), tutoring, credit recovery, summer bridge programming, socio-emotional supports such as motivational speakers, CTAG uniforms/shirts/vests/blazers). The Governor’s plan recommends a per pupil allowance of \$1,500 for full programming efforts. <i>This plan will begin in January, 2011.</i></p>	<p>Renee Cavor & Diana Ehert</p>	<p>1/27/2011</p> <p>2/17/2011</p>		<p>COMPLETE</p> <p>* Exposure Trips;</p> <p>* Book Clubs;</p> <p>* Uniforms;</p> <p>* Social Supports;</p> <p>* Speakers;</p>
<p>• Provide professional development to at least 3 teachers in each CTAG High School through the cultural competency professional development training (CCPDT) offered through the Governor’s Office. The linkage coordinator of the school will recommend teachers for the CCPDT to the principal and chapter chair who will mutually agree to the teachers selected for training. A plan will be developed to allow these teachers as train the trainers for other teachers at their schools and within our district through sessions on our monthly PD Calendar at BBB. <i>This strategy and plan implementation will begin immediately .</i></p>	<p>Renee Cavor & Mark Baumgartner</p>	<p>6/28-6/29/2011</p>		<p>COMPLETE</p> <p>* Hosting local symposium with 250 teachers registered for participation;</p> <p>* presentations by CTU members and linkage coordinators</p>

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<p>5. Explore the strengths and challenges of best practice / proven achievement initiatives, including but not limited to: AVID, STEM, etc. As has been the past practice within New & Innovative School design, the ultimate plan must culminate in a ratified MOU reflecting collaborative implementation methods.</p>	<p>Eric Gordon Diana Ehlert</p>		<p>* What grant apps?</p>	<p>* participated in state symposium for new models; * have applied for grants by participating schools to support K-8 STEM,</p>
<p>6. The District and CTU will form a joint committee with 1/2 of the members appointed by the CTU President and 1/2 of the members by the District CEO appointed by CMSD to make recommendations for how to intervene with Early Warning Schools (once identified by the state) which may include but are not limited to the use of the A.I.T.</p>	<p>Renee Cavor David Buttram</p>		<p>* Claire to check on Early Warning Schools</p>	<p>* will take lead when state information becomes available</p>

RTTT TARGET	LEAD RESPONSIBILITY	TARGET DATES	RESOURCES NEEDED	PROGRESS REPORT
<u>Assurance A: Transformation Team and Transparent Communication</u>				
1. Develop a public dashboard of metrics for accountability with regard to RttT messaging.	Russ Brown	* September, following report card data	* send electronic copy	* Draft of a public dashboard around Transformation Plan that could be considered as a starting point for RttT?
2. Survey stakeholders in January/February 2011 to determine public understanding of school funding challenges and the role of the RttT initiative in raising student achievement.	Roseann Canfora & L'Taundra Everhart	* July		* Survey is ready; * have a tool that we can use to deliver the survey or have survey monkey * training scheduled in early July * survey delivered by web and phone in July
<u>Assurance B: Standards and Assessments</u>				
1. Completion of four enhanced standard symposia by the end of February 2011 with the completion of the readiness matrix by the end of March 2011.	Karen Thompson & Mark Baumgartner	2/12/2011		Completed
2. Identification of ECC champions in each school building by February 2011, and documentation of ECC champions completing 4 days times 6 hours per day (24 hours of professional development) which will be completed by June 2011.	Karen Thompson, Deb Paden, Nikki Gentile, Mark Baumgartner	9/15/2011		* Job descriptions distributed to all trained staff members (K-2 teachers); * selection process completed by September 15, 2011

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3. Documentation of 2 six hour sessions for a total of 12 hours of professional development for K-2 teachers in preparation of the early adoption of the ECC.	Karen Thompson, Deb Paden, Sue Myers	4/11-5/26	* Track the costs to be RttT billed	COMPLETE - Session participation documented; * Using PD office for participation and survey monkey to track evaluation
4. Completion of data mapping/needs assessment for interim and formative assessments by March 2011. Evaluation of potential assessment solutions/tools no later than June 2011.	Russell Brown	6/30/2011		* The first RFP did not return strong respondents; * Evaluating ETS item bank; * recommendation due June 30
5. Completed document ECC scope and sequence version 1.0 with concurrent mapping of assessment resources for K-2 will be completed by August 2011.	Karen Thompson, Deb Paden, Mark Baumgartner; PEAC CC Trainers	6/14/2011		* Scope and Sequence draft complete - being formatted for submission to printer July 15; * Mapping of assessment resources in progress - completion due August 2011

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Assurance C: <u>Using Data to Improve Instruction</u>				
1a. The audit of the instructional management system will be completed by February 2011, and the contract addendum (if necessary) will be completed by June of 2011.	Russ Brown			* awaiting rubric from ODE
1b. The audit of the existing classroom/building/District computer resources necessary to support a scan solution for formative/interim assessments will be completed by April 2011.		6/1/2011		* online audit completed; verifying data with physical audit
2. An item bank will be purchased by June of 2011. Selection of a scan solution will be completed by June of 2011.			* review with Assurance C team	* Evaluation of item bank is occurring; * scan solution is on hold until resource audit and distribution plan is complete
3. Model lessons units, lesson plans, assessments, materials which were developed and aligned by PEAC teachers to the ECC will be loaded into the instructional management system by August of 2011.				* materials were reviewed and selected at ECC trainings; * model materials that were developed being loaded into SchoolNet by PEAC teachers; * more comprehensive resources will need developed by PEAC teachers now that Scope and Sequence is complete

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4. By August of 2011, the research relationship between the District and the University will be formalized. By August of 2011, at least one joint research project will defined for the evaluation of a program activity in CMSD during the 2011-2012 academic year.	Russ Brown Dr. Perry (CSU) Chris Broughton			COMPLETE
5. Completed document ECC scope and sequence version 1.0 with concurrent mapping of assessment resources for K-2 will be completed by August 2011.	Karen Thompson Mark Baumgartner Julie Snipes-Rea Sue Myers	8/15/2011		* draft Scope and Sequence 1.0 is complete; on track for completion
Assurance D: Great Teachers and Leaders				
1. Review district and school practices related to student growth, including value-added measures. The District will utilize the student linkage tool to ensure the accuracy of the student-teacher association used for producing the value-added reports. The District and union will work to develop high quality professional development to facilitate the appropriate use of value-added data.	Christine and Maryann	4/15/2011	* protocols for pd on value-added not yet developed	* completed review of practices; * completed linkage tool training;
2. During spring 2010-2011, review and revise the TDES in the pilot schools as outlined in the CBA.	Christine and Maryann	4/7/11 District Kickoff	Exploring Support resources and personnel re: Multiple Measures	COMPLETE - implementing Phase I in 24 schools in Fall 2011
3. Review the timeline for the Administrative Evaluation System	Academic Superintendents	5/11/2011	* not complete	
4. Review and finalize the hiring and recruiting techniques for hard-to-staff schools, subjects, and specialty areas.	Donna Bowen and Christine Fowler-Mack		* waiting on information that has been collected to be submitted to the RttT team; * waiting on direction for state tool to submit data	
5. Analyze the implementation of the Teacher Residency Program.	Laura, Christine, Jillian and Sue Myers	5/10/2011		* Implementation plan in place
6. The RttT Transformation Team will meet regularly to insure implementation of the Scope of Work. A periodic summary of completed work will be created at the meeting.	Eric Gordon and Mark Baumgartner			COMPLETE

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Assurance E: Turning Around the Lowest-Achieving Schools				
1. Analyze the effectiveness of the first 4 years of the CTAG program by comparing actual graduation rates of CTAG and non-CTAG students	Renee Cavor Russ Brown			COMPLETE - 10% measured increase of African-American males over previous year
2. Analyze common rubric results obtained by the SIG Monitoring Taskforce in order make recommendations to buildings relative to the implementation of their AAP in accordance to SIG requirements				COMPLETE * Rubrics and recommendations are created and provide to SIG schools Academic Superintendent
3. Survey students that have been 4 year participants in CTAG in order to gain data on the value of the Linkage Coordinator in helping them overcome the non academic barriers that they were faced with throughout high school	Renee Cavor	Summer 2011		COMPLETE 191 tallied surveys; * Complete executive summary
4. Conduct survey of female participants to gain input as to the programmatic needs that they feel they have in order to provide direction to the Linkage Coordinators.			did not expand to females because of resources	Not complete
5. Survey staff that participate in the Cultural Competence Training in order to gauge its relevance and impact	Renee Cavor Laura Purnell	3/31/2011	* collect electronic summary	COMPLETE * Collected surveys from all teacher participants who attended PD
6. Convene Linkage Coordinators weekly to update on programmatic details and share success stories/best practices	Renee Cavor			COMPLETE * weekly meetings scheduled Thursdays from 12-2; * attendance sheets collected