History Log

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

There are **5** status/comments. Displaying page: **1** of **1**

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/1/2010 3:45:35 PM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	7/1/2010 2:49:34 PM	Heuer, Douglas	Status changed to 'Authorized Representative Approved'.	S
	7/1/2010 2:49:08 PM	Gainer, A. Scott	Status changed to 'Fiscal Representative Approved'.	S
	7/1/2010 2:48:18 PM	Pardee, Susan	Status changed to 'Revision Completed'.	S
	7/1/2010 12:30:10 AM	System	Status changed to 'Revision Started'.	S

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Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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Allocations

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Allocations

	(1)	SIGC	Total
Original		712,097.00	712,097.00
Incoming Carryover		0.00	0.00
Outgoing Carryover		0.00	0.00
Reallocated		0.00	0.00
Additional		0.00	0.00
Released		0.00	0.00
Forfeited		0.00	0.00
FER Released		0.00	0.00
Total		712,097.00	712,097.00

Budget

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (188)

U.S.A.S. Fund #: 537

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	227,000.00	57,730.00	10,000.00	17,000.00	95,000.00	0.00	406,730.00
Support Services	170,000.00	40,800.00	0.00	0.00	0.00	0.00	210,800.00
Prof Development	0.00	0.00	84,999.60	0.00	0.00	0.00	84,999.60
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						9,567.40	9,567.40
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	397,000.00	98,530.00	94,999.60	17,000.00	95,000.00	9,567.40	712,097.00
						Adjusted Allocation	712,097.00
						Remaining	0.00

Application

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (188)

Needs Assessment

2249 Total number of students impacted

Integration into Ohio Improvement Process

How is this grant supported by your LEA(s)? Describe joint planning that occurred. Include OIP alignment information such as how the selected intervention model or school improvement strategy matches the LEA?s needs and examines the root cause for the school?s identification of need for improvement (use of various data to analyze the needs of the LEA must include, but are not limited to student performance data, curriculum standards and assessment, effective teachers and leaders).

DATA USED: The DLT and BLTs completed the Decision Framework to identify critical needs and root causes of low achievement. Thus, the CCIP defines one goal to increase achievement in reading and mathematics, K-12. Trend data over the past four years shows inconsistent and/or declining growth at all tested grade levels in both reading and math. The OGT data at our Tier II school, Bellefaire School (a separate facility on a residential campus with 92% students with disabilities), is dire: 08-09, 27.3% passed Reading and 9.1% passed Math. The performance index is declining, from 58.8 in 2006-07 to 50.6 in 08-09. They last met the required 93% state attendance rate minimum in 06-07. 60% of students leave before the end of the school year reflecting high transiency. Performance in Tier III schools is uneven: 6th grade 3-year trends (06-07 to 08-09) are up in reading, from 69% to 73.2% but down in math, 65% to 59.8%. Seventh grade trends show reading passage at 65% decreasing to 62.3%; and math remaining stagnant at around 58%. Eighth grade shows an alarming decrease in reading from 76% to 55% and from 62.7% to 51.3% in math. Tier III elementary schools show the same disturbing decline in reading and math performance. Neither school reached the proficient level on reading or math at any grade level over this three-year span. STRATEGY/ACTION STEP SUPPORT FOR OIP: Root cause analysis identifies: weak content knowledge, inconsistent use of data to inform instruction. Implementation of the research-based Assessment for Learning (AfL) framework requires significant professional development. AfL research demonstrates students achieve when they understand the goal of their learning, where they are in relation to that goal, and how to close their gaps in knowledge. Research based core programs, appropriate assessments and pacing guides are in place, however the DLT and DF determined core programs are NOT implemented with fidelity, resulting in low performance. Actions to impact achievement include implementation and monitoring of AfL, a pyramid of support and extended learning time. Our CCIP goal describes performance expectations for increased achievement in reading and math while strategies reflect key methods of implementation, such as improving teacher efficacy and providing a coherent pyramid of support. PLANS TO MONITOR: Principals will have primary responsibility for implementation of the SI strategies by conducting monthly walkthroughs collecting data on use of components of core programs, targeted AfL and research-based strategies. Data will be shared with staff with implementation plans redefined as appropriate. Evidence of growth will be observed through a fall and spring Instructional Rounds (R. Elmore) visits and data shared with staff to identify progress. Professional learning community meeting summaries will be submitted and reflect analysis of formative student data, examples of student work and commitments to collective action. Benchmark and short cycle assessments will be monitored on a timeline specific to the needs of students and building. Teachers will collect evidence of progress monitoring for review with principal. INTERVENTION MODEL INTEGRATION INTO OIP: The Transformation Model addresses the critical needs and provides strategic focus on professional development and instructional reform strategies. The model's components bring to scale and deepen work that has already occurred while holding both building leadership and teachers accountable. The focused plan will be updated through both mid-year and end-of-year, critical needs assessed and goals/plans adjusted to reflect the cyclical nature of the four stages of the OIP. The success of the work at each building will be measured by the achievement of individual goals (Bellefaire - 10% reductions in students not meeting proficiency; elementary and middle - at least 5% growth in students scoring at or above proficient level).

Capacity To Implement

Design and implement interventions consistent with the final requirements:

CH-UH has designed and will implement a transformation model and SI strategies that meet and/or exceed SI requirements. Tier II and Tier III schools developed a comprehensive narrative for Title I Schoolwide planning including significant background analysis in consultation with members of the DLT. The Schoolwide planning process has been ongoing this year with building completing the Decision Framework and the final Schoolwide Plan will be submitted with the 2011 CCIP in June of 2010. School Improvement Plans were update and included in the CCIP. The IM/M monitoring tool will be developed in May and June. The DLT recognized the need to reorganize all strategies and action steps creating clarity, focus and alignment to a limited number of goals on the CCIP so it would reflect the work of the District. In preparation, a new principal has been hired. We have met with instructional staff and union leadership at each level to create and/or plans for extending the school day PreK-12. We completed a process of co developing a teacher evaluation tool with the union and have develop a plan for adapting for the Tie We identified the following actions reflected in the Transformation Model: 1. Teacher & Leader Effectiveness (A) a new principal recently hired; (B & C) working collaboratively with the teachers' union on rigorous evaluation protocols that will include required use of Tier II project-based evaluations which will quality them for a financial incentive to purchase materials for their project, and a financial award for successfully completing the evaluation and demonstrating student growth; (D) providing ongoing high quality job-embedded professional development in both reading and math using coaches; (E) Open discussions with the teachers' union to examine professional growth opportunities including promotion and career advancement and flexible work conditions to retain successful staff; 2. Comprehensive Instructional Reform Strategies include (A) establish learning targets based on district benchmark assessments and monitor progress through the use of short cycle assessments and collected in a data notebook. (B) a focus on Assessment for Learning Framework to guide reading and math instruction in both the core program and research-based intervention programs that provide tiered support such as Read 180, System 44 or Wilson Reading System in reading and Transmath (D) motivate and engage highly at risk and disabled students through integrating technology into the instructional program including desktops and smart boards; (E) provide transition and extended learning time through summer programs; 3. Increasing Learning Time - Creating Community Oriented Schools (A) extending learning time by four (4) hours each week (30 minutes daily and two hours on Friday); (B) providing ongoing mechanisms for family engagement including a home-school liaison (C) providing the school with operating flexibility and intensive technical assistance from the DLT. SI strategies for Tier III buildings will include: provision of High Quality PD (HQPD); effective use of data by developing protocols that clarify the best interventions, differentiating instructions and monitoring to make mid-course corrections; focus on common academic and behavioral expectations; use of extended learning time; and effective monitoring with accountability. All of the above actions are described more fully in individual building plan action steps.

Recruit, screen, and select external providers, if applicable, to ensure their quality:

In choosing external providers, the District will ensure the practices endorsed are research-based and the provider is knowledgeable in the area of focus. We have found that by limiting our providers to the highest quality (e.g. Richard Elmore, Rick Stiggins, Anne Davies, etc), we have developed a common and coherent message. CH-UH will utilize state-approved providers of High Quality Professional Development (HQPD), coaching and so forth from any state-developed list as available for the type of external providers we recruit. Partnerships have been established with universities who have demonstrated expertise and leadership in reading and mathematics (e.g. John Carroll Unversity; Cleveland State University). Community partners meet with us so that we can define outcomes specific to our needs (e.g. Heights Parent Center).

Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:

CH-UH is already modifying policies and practices based on new leadership--a new Superintendent (August 2009) and Assistant Superintendent (March 2010). We are reorganizing our staff at the district level and evaluating the results of staff deployment, programs and initiatives. CH-UH administrators and staff have benefitted from inclusion in programs such as the Harvard Excel project to define educational excellence, the Instructional Rounds process modeled on the medical model for physicians' training, and the State Action for Education Leadership Program. We have also successfully received funding and implemented smaller learning communities, partnerships with nearby universities, a mandarin Chinese magnet program, and a one-to-one laptop program for middle school students. However, student performance remains below proficiency minimums, we see significant gaps for subgroups, AYP isn't met, and scores are actually decreasing over time. Our students are 82% minority, 58% on free/reduced lunch, 18% identified with disabilities and 6% in foster care. The top administrative team has determined based on their exhaustive review that CH-UH must develop and maintain a laser-like focus on the key areas of reading and math. The Superintendent and Assistant Superintendent, who fully support this assessment based on their review of the data, interview of staff and stakeholders, and experience in prior districts, will monitor and evaluate based on this focus. The Superintendent determined that CH-UH provides the least instructional time of any of our neighboring districts at the elementary level. He immediately initiated a process to increase instructional time which resulted in a plan collaboratively-developed by teachers, administrators and union representatives. Middle schools will block schedules, increasing instructional time in both ELA and math. Working within significant external restraints, Bellefaire will increase instructional time by four hours each week:. The district teacher evaluation system, based on the research work of Charlotte Danielson, includes the option for tenured teachers to develop a professional goal and learning activity, in collaboration with their evaluator, that will improve their professional practice. Teachers then collect evidence of their work and provide a portfolio that includes personal reflections of their learning. Throughout this process, the evaluator coaches the teacher/staff member and can assist with resources to strengthen their plan and learning outcomes. During the 2010-11 school year, Bellefaire teachers up for evaluation will be required to complete the Tier II evaluation process, versus the more traditional option of classroom observations. A component of this process will be that each teacher keep a collection of evidence binder that will contain the following three sections: student data including formal and informal assessments, the agreed upon evidence of assessment for learning components determined for year one (ex: learning intentions, anchor papers, success criteria, feedback) and evidence of individualized and small group instruction utilizing the research-based strategies). In addition, each teacher will target one specific individual professional growth goal aligned to the focus on the AfL framework and/or small group/individualized instruction that will support them in implementation of the building focus. Teachers will each be given a financial award to use to use for classroom materials or resources to implement their professional learning goal in the classroom. Each teacher will be given up to financial incentive for time spent outside of the school day in PD. We will work with the union to develop a financial reward for demonstrated student growth. Finally, all schools in Tier I & Tier II will have completed the Schoolwide Planning Process by June 2010 after having logged our intention into the history log in the fall of 2009.

If LEA does not apply for one of the Tier I or Tier II schools, describe the lack of sufficient capacity to do so.

CH-UH will serve our Tier II school, Bellefaire, fully implementing the project described in the proposal and action steps. Our project design focused on including all required elements and School Improvement strategies described in the Transformation Model. We also plan to serve all Tier III Schools.

Stakeholder Involvement/Collaboration

Who are your major partners? Consult with various relevant stakeholders regarding the LEA?s application and implementation of school improvement models in its Tier I and Tier II schools school improvement strategies in Tier III schools.

CH-UH is fortunate to be surrounded by a rich array of opportunities for partnership. We have worked hard over the years to develop strong relationships for successful collaboration which is evident in the quality of community stakeholders involved in our SIG projects. The identified critical need for increasing teacher efficacy in content knowledge in reading and math, and use of data, will be supported by our University partners, including John Carroll University (JCU), Cleveland State University (CSU) and Case Western Reserve University (CWRU). We have worked with education and other departments at each school in the past and will be supported in specific content areas and pedagogical skill-building through the SIG projects. Specifically, JCU will partner to provide a focused push for the certificated staff at Wiley Middle School to move from 1-8 licensure to 4-9 licensure. Those staff already holding 4-9 licensure will receive Reading Endorsement to support reading across the content areas. Because SIG funds will support this coursework being delivered during the day and/or stipends for work just outside of the school day but on the school's campus, there will be no excuse for any staff not involved in this intensive push. Boulevard Elementary will partner with CSU's Fenn College of Engineering in math for content knowledge and pedagogical instruction and for assistance as they move to becoming a STEM school. Bellefaire JCB, the 142-year-old agency whose campus includes Bellefaire School, will continue and expand the long and significant partnership with the school. School staff work closely with cottage/agency staff to communicate student needs and challenges. Staff have also identified the need to provide individual tutoring for students who are temporarily confined to cottages which will require collaboration with agency staff to provide instruction to students. Bellefaire Agency (JCB) provides supervision in the residential facility paired with therapeutic intervention. Non-profit Heights Parent Center (HPC), a long-established community agency providing direct support for families of children from birth to eight, partners with CH-UH to provide parent/family support liaisons in each elementary school. The liaisons staff a parent resource room, facilitate regular meetings, and support parents as needed through home visits and advocacy. HPC will provide home-school liaison support for SIG in an expanded role.

Describe joint planning that occurred as well as the level of commitment among all parties (district and building level). Applicants must describe the stakeholder roles and their contributions to the success of the project.

Joint planning occurred with multiple levels of school staff, community stakeholders and partners. All of our Title I schools, formerly Targeted Assistance, are going to Schoolwide service next year. Each school's Building Leadership Team (BLT), including the principal and teachers, developed a written narrative of their OIP analysis starting with a building-based examination of the DF and root causes, through developing a focused plan for implementation and monitoring. BLT's (with facilitation from top district leadership), identified their needs in reading and math and developed multi-year plans to include areas of focus for rigor (STEM, IB). Planning occurred with partners to develop strategies for action: Wiley Middle School planned with a team of professors from the education department at John Carroll. Discussions with Fenn College of Engineering at Cleveland State University resulted in the offer of assistance in planning to move Boulevard Elementary School to a STEM school, as well as offers

of PD and summer workshops at the Fenn building.

Goals, Strategies and Action Steps

G 1) Increase student achievement in the core academic subjects of reading and mathematics

Description:

Increase achievement in reading and mathematics by 15% by 2013 for all students in grades K-12 and the specific subgroups of economically disadvantaged, minority students, and students with disabilities, Students will improve performance on the OAA/OGT and local assessments by 5% during the 2010-2011 school year..

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in core academic subjects on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

Grant	Notes	2010	2011	2012	2013	2014
School Improvement Competitive 1003 (g)						
School Improvement Competitive 1003 (g)		$00	$712,097	$632,524	$648,337	$00
School Improvement Competitive 1003 (g) Total:		**$00**	**$712,097**	**$632,524**	**$648,337**	**$00**
Grand Total:		**$00**	**$712,097**	**$632,524**	**$648,337**	**$00**

S 1.1) Develop teacher efficacy in the instruction of reading and math

Description:

For all teachers: build solid content mastery; promote appropriate pedagogy; identify and interpret formative assessments to guide instruction; understand differentiation strategies to accommodate various learning styles and levels of understanding; and develop and implement tasks that are rigorous and relevant for all students

AS 1.1.1) School Improvement Strategies for schools in Tier II and Tier III status

Description:

The CH-UH City School District will meet the district's CCIP goal in schools in School Improvement (SI) through focused plans. All Title schools, including those in SI, have performed the necessary planning to move to Schoolwide Title I programs in 2010-11. CH-UH will serve the Tier II School, Bellefaire, through implementation of the Transformation Model. Tier III schools will implement SI strategies as outlined in each building plan.

Grant
School Improvement Competitive 1003 (g)
School Improvement Competitive 1003 (g)

AS 1.1.4) Assessment for Learning (Bellefaire)

Description:

All Bellefaire teachers will demonstrate understanding of, and apply the assessment for learning (AfL) framework to guide math and reading instruction. The research-based AfL is based on the concept that students bloom when they understand the goal of their learning, where they are in relation to that goal, and how to close their gaps in knowledge. AfL is particularly successful in increasing student motivation and performance when teachers are trained and had administrative support while implementing changes in their classroom assessment practices. (http://www.qca.org. uk/7659.html). CH-UH will include: establishing clear learning intentions, sharing samples of student's work/anchor paper, co-constructing criteria with students, providing descriptive feedback, and providing opportunities for peer and self assessment. In reading and math teachers must understand the role of the student in the learning process especially since students at Bellefaire School, a separate facility for students with disabilities, are often disengaged in the learning process.

AS 1.1.5) Develop instructional leadership capacity (Bellefaire)

Description:

With the transition to a new principal, an opportunity has been created to revisit foundational beliefs and practices within the building. In addition, the principal will need to become knowledgable about the culture of the building and the unique student population. The multiyear plan for Bellefaire is to use the 2010-2011 school year to develop relationships and align assessment for learning framework and small group/individualized instruction to support reading and math instruction. During this transition, the district will provide professional development opportunities for the principal in the assessment for learning framework and differentiation. The new principal will be able to communicate with clarity the practices associated with high quality implementation of core programs

AS 1.1.6) High quality professional development is provided and embedded in an on-going way (Bellefaire)

Description:

Professional development for Bellefaire School teachers, who are special education intervention specialists, will be ongoing and embedded focused on: ---Assessment for Learning Framework - Through the work of Anne Davies and supported through the research of Black & Williams (1998), teachers learn strategies that engage students in classroom assessment and provide an increased amount of descriptive feedback thus helping students better understand where they are in their learning journey and how to take the next learning steps. ---Bellefaire will have a Problem of Practice and Theory of Action that will focus on the assessment for learning framework. The Harvard Instructional Rounds process will be used by staff to collect objective evidence of their progress and support the staff in identifying the next level of work for their building. ---All Bellefaire teachers will receive professional development focused on small group and individualized instruction in the areas of reading and math utilizing targeted research based strategies. ---A building level half time reading coach and full time math coach will receive professional development on differentiated instruction, assessment for learning strategies and the connection between the two, to better support building implementation. ---The math coach will receive professional development on the math process standards to build his/her knowledge and understanding to influence math instruction.

AS 1.1.7) Protocols are in place to monitor and evaluate implementation, effectiveness and fidelity (Bellefaire)

Description:

Bellefaire teachers, in collaboration with building leadership and coaches, will come to a consensus on the components of the Assessment for Learning framework that they will implement in year one; agree upon building procedures for small group and individualized instruction; and determine the research based instructional strategies that they will implement for math and reading. to be in place as a result of professional development provided. Focused support for implementation will be provided through coaching (demonstration, co-teaching, and feedback).

AS 1.1.8) Development and implementation of plans for extended learning time (Bellefaire)

Description:

The Bellefaire School day will be increased by 30 minutes on Monday through Thursday and by an additional two hours on Friday for a total increase in learning time of four hours per week. Each day will include a 90-minute literacy block and 90 additional minutes each week for math instruction. The 90-minute literacy block will reflect a balanced literacy approach.

S 1.2) Align curriculum to the ODE content and process standards PreK-12.

Description:

Align curriculum and resources, ensure vertical articulation across levels, develop and refine courses, integrate research-based instructional models, and assure curriculum/materials promote higher level thinking and 21st Century skills.

S 1.3) Provide a coherent pyramid of support inclusive of a strong core program with targeted and focused intervention to address academic and non-academic barriers

Description:

Utilize and demonstrate evidence of teacher use of content-aligned core reading and math curriculum. Ensure the provision of remediation, enrichment, and/or acceleration as appropriate for students in math and reading. Implement assessment for learning practices to guide instruction. Implement differentiation structures and practices to accommodate various learning styles and levels of understanding. Utilize a framework of schoolwide positive behavior supports and interventions to increase school engagement, increase attendance, and decrease discipline problems.

AS 1.3.5) Protocols are in place to monitor and evaluate implementation, effectiveness and fidelity (Bellefaire)

Description:

Bellefaire has identified a problem of practice and theory of action that has focused on the data collection and monitoring of reading progress and growth in relation to indicators is not consistent and

uniform to allow for timely response and remediation. The building principal collects evidence of work toward building goals which is shared with central office administration throughout the year. A fall and midyear State of the Schools address serves to communicate building goals and progress made toward such goals to school staff, agency staff and parents. Through professional learning communities staff will develop common assessments such as short cycle assessments to monitor reading process and vocabulary acquisition indicators and will utilize assessment the assessment for learning framework to further refine assessment practices. Implementation and effectiveness will be monitored by the principals collection of evidence, monitoring of the work the PLC through PLC meeting attendance, summaries and commitments as well as through the Educational Rounds process and general classroom walk troughs by the principal.

AS 1.3.7) Implement Asessment for Learning or differentiation (Bellefaire)

Description:

Implement assessment for learning practices to guide instruction. Implement differentiation structures and practices to accommodate various learning styles and levels of understanding.

AS 1.3.8) Monitoring implementation (Bellefaire)

Description:

Bellefaire's literacy team, including the principal, teachers, paraprofessionals and literacy coach, will meet monthly to monitor student assessments/student data, the use of the assessment learning framework component that they committed to for year one, and the use of the building procedures developed to support small group and individualized instruction. Each teacher will keep a collection of evidence binder that will contain the following three sections: student data including formal and informal assessments, the agreed upon evidence of assessment for learning components from year one (ex: learning intentions, anchor papers, success criteria, feedback) and evidence of individualized and small group instruction utilizing the research based strategies.

AS 1.3.9) Tutoring in the locked cottages (Bellefaire)

Description:

Residential students temporarily confined to their locked cottage by residential staff due to behavioral/mental health issues will receive tutoring in critical subjects to the extent possible given each individual situation.

S 1.4) Increase/improve family, school and community collaboration and partnerships

Description:

Engage families and community partners to positively impact student academic success and engagement by addressing drop out, discipline, response to student mobility, and attendance issues.

AS 1.4.3) Create opportunities for parents/guardians to support student learning through partnering with the school (Bellefaire)

Description:

Due to the uniqueness of Bellfaire School, students residing in the Bellefaire JCB residential program may not have parent/guardians as involved in their educational program and are often under the custody of Department of Children and Family Services. Day students come from multiple counties both adjacent and beyond thus making access to parents more challenging. The district will provide a Home Liaison/school social worker to improve linkages between school/home for day students and school/cottage staff for residential students. Curriculum night is offered one night each year and parent-teacher conferences are offered two times each year in addition to meetings specific to individual student needs such as IEP meetings. A parent outreach program has been implemented that provides reading material for parents and students to use at home. Parents are surveyed twice a year regarding students reading habits and preferences. School communication consists of weekly student passports and homework folders.

S 1.5) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in programs supported by Title I fund

Description:

District priorities focus on supporting staff in high quality professional development to maintain highly qualified status. Professional development is aligned to District focus areas and State content standards, research-based, evaluated and updated annually, and increasingly job-embedded through core subject coaches. Continue the use of data to drive decision-making and differentiate instruction for students. The District assists staff in maintaining their HQT status. For those teachers who are not HQT or who plan to transfer to a core subject area that they are not currently highly qualified to teach, the District assists them through individualized HQT plans. The District provides opportunities at the District level working with local universities to provide coursework, providing opportunities for non highly qualified staff to take the HQ test and reassigning teaching placement as needed. A District professional development plan is evaluated and updated annually to align with teacher, building and district needs and priorities that advance educators' content knowledge and provides instructional strategies to enable educators to assist students in meeting local and state achievement standards. The District develops a three to five year plan for IEP students to attain full access to curriculum in their least restrictive environment;; a plan to assist general classroom teachers with differentiated instruction; a plan for all intervention specialists who are not HQ; and staffing plans to ensure appropriate numbers of intervention specialists are HQT in appropriate content areas.

Alignment with Other Resources

Identify the additional and supporting resources (e.g. internal building, local community, business and partner schools) that will be utilized in the project and demonstrate how these resources will impact success. Please explain how your project will leverage other and supporting resources (fiscal, human, technical, etc.) in the implementation of the intervention model.

Because our SI plans are so central to the district focus, SIG and significant CH-UH resources will be concentrated on the activities planned to impact student achievement in reading and math. There is an urgency in our district to ensure we see results in the next school year. Title I was already moving to Schoolwide service for every title-served building to better align resources to needs in reading and math. Staff and program choices through our Title I resources will be completely integrated into SIG projects. Titles II-A and D, focusing on teacher quality and weaving technology effectively into instruction, align completely with the SIG projects at each school. Title funds for District improvement have been utilized to provide a five day intensive Assessment for Learning Institute with Anne Davies for 80 district teachers and administrators during the month of June, 2010. While Title I funds provide limited (half time) Teacher Mentoring/Coaching roles at the elementary level, SIG funds would serve to expand and increase resources to schools requiring more intensive support. IDEA funds and programming will be used to support effective instruction and increased achievement for special education students, our lowest performing subgroup. Specifically, IDEA funds will support staff development for Intervention Specialists at Bellefaire and Tier III buildings focused on: research based strategies effective with students with disabilities in reading and math, progress monitoring strategies, and writing clear goals and objectives for individualized instruction for students with disabilities. ARRA Title I and IDEA funds are additional supporting resources, as well as excess costs received for students attending Bellefaire from other school districts. The parent outreach activities supported through Title funds in partnership with Heights Parent Center will be expanded to engage preschool families rather than just our school age population for our Tier III buildings. The district partnership with John Carroll University will be utilized to support professional development in the area of reading instruction and differentiation. JCU also provides volunteer tutors and college of education students to provide tutoring. Similarly, local non profit Reaching Heights, a public school support foundation, provides both monetary assistance in the form of small grants to teams of teachers, and sponsors the Village Volunteers, an organized group of community members, provide small group and individual tutoring using standard protocol lessons to assist students presenting reading and math challenges. To support integration of technology into instruction for students, provide access to learning 24/7, and bridge the digital divide, CH-UH committed to a one-to-one laptop program which will provide one laptop for each student in grades 6-12 during the school year. CH-UH provides this resource out of general fund expenditures.

Continuation

How will your initiative sustain itself if/when funding is reduced or ended?

All teams developed their SIG plans focused on deep, significant pushes in the short term, to build staff capacity. When grant funding ends, desired results will be achieved and new operating patterns will be deeply-rooted. For example, the Wiley Middle School SIG plan includes an intensive focus upon increased content knowledge and refinement of effective pedagogy through coursework toward 4-9 licensure in Math or Language Arts or a Reading endorsement. The coaching for SIG schools is planned to be rigorous, intensive, job-embedded, and short-term as teachers learn, understand, and practice skills. The provision of these targeted coaches will work to differentiate support for individual teachers, providing remediation and support to grow all teachers. This will level the playing field across staff and build teacher capacity to improve teaching and learning. This new knowledge will sustain and thus not require continued coaching and/or coursework after SIG funding has ended or is reduced. The provision of Home-School Liaisons/Social Workers will work to concretely establish relationships, build supports, and help to connect families, agencies, and the school to transition students as they move to their home school/LRE/or next home environment. Similarly, the provision of School Social Workers within each middle school will work to establish supports, student groups, and connect families to promote social skill development and behaviors which will promote learning. These practices and procedures will be firmly established to enable the counseling staff, administrators, and other district social workers (who currently serve multiple buildings) to sustain this work.

Timeline

Include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA?s application and services it will provide to each Tier III school. (tied to IMM tool)

This timeline indicates our targeted approach to implementing the guidelines indicated in the School Improvement Grant. Please note that assessment is ongoing due to 60% transiency rate at our Tier II School. Walkthrough data is collected on a monthly basis. JUNE -Complete Schoolwide Component requirements for approval -Review of AfL and Professional Learning Community staff survey data (preproject assessment) -Hiring of identified staff -School leadership transition -Review of spring 2010 OAT and OGT JULY -Develop specific professional development timeline -Use 2010 OAT data to identify building goals - -Provide Bellefaire leadership and teachers time to prepare/plan for reading and math blocks AUGUST -Two days of planning/retreat with principal and staff -Notify parents of School Improvement Status -Provide training to Bellefaire staff in AfL framework SEPTEMBER -Fall State of the Schools Addresses to highlight data and goals -Conduct pretests for benchmarks: CMSD benchmark in ELA; MAP in Math -Provide Instructional Rounds overview and training -Develop schedule of Instructional Rounds visits for school year 2010-11 -Develop and submit schedule of monthly walkthrough reviews -Administer DSA, SRI and STEEP NOVEMBER -Conduct Instructional Rounds visit -Conduct Instructional Rounds visit DECEMBER -MAP mid-year testing in Math; CMSD benchmark in ELA and Math (elementary) JANUARY -Principal and BLT develop and present State of the Schools report to staff and stakeholders, documenting measurable growth in Math and Reading for students and identifying action steps for the balance of the 2010-11 school year. FEBRUARY -Conduct Instructional Rounds visit -BLT review of progress MARCH -OGT is administered APRIL -OAT is administered MAY -Post Survey on AfL and PLC teacher data JUNE -Annual Program review (DLT & BLT) Tier III services include targeted, intensive job-embedded coaching in reading and math. Coaching will focus on the specific weaknesses of each individual teacher, whether in content knowledge, pedagogical skills, effective analysis and use of assessments, or application of rigorous higher-level thinking and 21st century skills. Middle school teachers will receive college course instruction onsite resulting in increased content knowledge and 4-9 Licensure or the Reading Endorsement. Wiley Middle School will begin the process, working closely with partner John Carroll University. Monticello will begin with intensive coaching, working in year 2 with a university partner to move toward becoming a STEM middle school. Roxboro Middle will begin with intensive coaching and college coursework in years 2 and 3, especially focusing on transition to an International Baccalaureate (IB) course of instruction and Chinese language Academy. The elementary schools will receive similar intensive coaching and support from university partners.

Program Evaluation/Monitoring/Outcomes

Describe the annual goals for student achievement on the State?s assessments in both reading/language arts and mathematics. State other annual goals of the project. How will you evaluate your progress in achieving your goals and objectives?

Tier II--BELLEFAIRE: Reduce the number of students who are not proficient by 10% in both reading and mathematics. Data collected in the fall (OAT scores/state assessments from students outside of Ohio and district benchmark data) will serve as baseline information and reviewed as students enter. For the residential students who may leave after a short period of time, protocols will be put into place that provide exit summary data. Targets for growth will be established for each student and monitored midyear and supported through short cyle data throughout the school year. Lexile data in reading will be monitored with growth targets of a minimum of 75 lexiles per year being evidenced. The timeline for Tier III schools begins with extermal provider recruitment during the summer, and refinement of projects for each school in late summer, as all staff are apprised of plans, expectations, timelines and resources being added for the school year. To meet these goals, the Transformational Model addresses increasing teacher and leader effectiveness through high quality and job-embedded professional development and coaching. Coaching will focus on implementation of AfL framework and research-based instructional strategies around reading and mathematics. Coaching logs, professional development agendas and sign-in sheets will be maintained. Central office and building level meetings will occur to evaluate progress. Reform strategies will be demonstrated through collection of student data through teacher data notebooks. Building schedules will reflect increased student learning time. Home-School liaison logs will document collaboration with agency and school district staff to support transition points and engagement of families in the learning process. Tier III Middle Schools: Increase the number of students scoring proficient or above by 5% in reading and mathematics. Achievement goals will make use of fall and winter MAP assessment data and common formative assessments within each grade level content area to establish targets for grades 6-8 for overall performance as well as for specific subgroups. Long-term gains will also be associated with 6-8 Lexile scores in Reading with growth targets of a minimum of 75 Lexiles per year being evidenced and will be established through the development of SMART Goals for learning for each grade level in Math based upon spring performance. Our target will be established for the first year based upon end of May Reading and Math levels. Lexile data in Reading at grades 6-8 will be monitored. Students enrolled in online coursework for the purpose of remediation to achieve previous grade level mastery and/or enrolled in FastForward will record computer-based daily progress which can illustrate student growth - daily, weekly, monthly, or throughout the course/program/year Tier III Elementary Schools: Increase the number of students scoring proficient or above by 5% in reading and mathematics. Achievement goals will make use of fall and winter benchmark assessments to establish targets for grades 3-5 for overall performance as well as for specific subgroups. Recognizing long term gains will be associated with K-2 foundational learning, literacy goals using the developmental progression of Fountas and Pinnell levels (A-Z) will be established through the development of SMART Goals for learning for each grade level based upon spring performance. Our target will be established for the first year based upon end of May reading levels. Progress is monitored through oral reading assessments throughout the school year. Lexile data in reading at grades 3-5 will be monitored with growth targets of a minimum of 75 lexiles per year being evidenced. Mathematics will be monitored at the primary level using the State Diagnostic screening and Diagnostic tool. At grades 3-5, fall and winter benchmark data supported by on-going short cycle assessments will be used to monitor performance in mathematics.

Data Collection - Student Achievement

Determine how the selected intervention model will increase student achievement, and then measure the success of the intervention model. Applicants must describe the process used to select the intervention model and how the success of the implementation will be measured. Measures of success must be stated.

All four intervention models for Tier I and II schools were examined and considered by the DLT with the Superintendent and Assistant Superintendent. Given the unusual make-up and special circumstances of our Tier II student population, the team focused on the Turnaround and Transformation models: school closure is not an option because the school serves a real need for our District and other districts as well as our requirement to educate those students residing on the campus who must remain on campus. Transformation was chosen because of the richness of SI strategies developed in conjunction with Bellefaire's Building Leadership Team as they developed their Schoolwide Title Plan. Using our selected SI strategies, student achievement will increase through embedded professional development through targeted coaching on the following: At Bellefaire, the AfL framework was selected based on the unique needs of their students. When students have a low level of participation and ownership in their own learning, it has a negative impact on achievement. By including students throughout the learning process, they will have greater access to what it means to learn and subsequently increase their part in the partnership. "Co-constructing criteria changes the teaching and learning environment. Having criteria results in more students being engaged and learning at higher levels." (Joslin 2002; Schmoker 1996; Thome 2001; Young 2000) as cited in Making Classroom Assessment Work by Anne Davies, p. 19). "Low achievement is often the result of students failing to understand what teachers require of them." (Black and Williams, 1998). Of equal importance is individualized and small group instruction using research-based instructional strategies to address reading and mathematics deficits based upon formative assessment data. Program Evaluation: (1) Teachers will convey learning intentions 100% of the time. When learning intentions are provided, students will be able to state what the learning intention is and what they are expected to do to show learning. Evidenced will be collected during walkthroughs and summarized for the staff on a monthly basis. (2) Each teacher will provide evidence of examplars shared with students to define high quality for targeted units of study. These will be collaboratively developed through PLC meetings and documented in PLC summary notes to be provided to the principal. (3) Data will be collected on evidence of specific research based-instructional strategies and the use of flexible grouping through monthly walkthroughs. (4) Lexile data can be tracked for students. Typical student growth is 75 Lexile points per year. (5) Evidence of growth will be observed through a fall and spring Instructional Rounds visit and data will be shared with staff and identify progress on bringing the above research based practices to scale.

Budget Narrative

How funds will be used to implement the selected model in each Tier I and Tier II school it commits to serve; conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA?s Tier I and Tier II schools; and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA?s application.

Applicants must show how these funds will be spent. The application should include an explanation for each expenditure, its source if part of the match and how each expenditure aligns with project goals in an efficient and effective manner.

CH-UH understands that the intention behind SIG is to provide the resources for an intensive, focused push that is short term and makes an impact on student achievement within the first year. Through our DF analysis, we have established that CH-UH teachers are provided with research-based programs aligned to the content standards. We have provided significant professional development through workshops and conferences. We have purchased programs and much equipment through the general fund, Title funds and other grants. Our SIG focus is on high quality professional development (HQPD) in the form of job-embedded coaching. 76% of the funds we request will go to additional personnel FOR THE SHORT TERM. Our intention is to hire as employees or contract for high quality coaches in reading and math to flood SI school staff to build capacity in content and pedagogy. Additionally, one middle school will pilot on-site college coursework for all teaching staff leading to 4-9 Licensure or

Reading Endorsements. CH-UH is aware that we may have to ramp up to the full coaching staff to find high quality experienced coaches. We will recruit through ODE, university partners, other agency partners and national organizations. Finally, upon award of SIG funds, CH-UH will immediately begin to plan for the exit strategy for the additional personnel by year 3. Our Tier II school does not request the highest SIG dollar amount of our six schools: it is a smaller facility serving 100 students with 12 teachers and 5 specialists. Our largest budget requests occur for our middle schools, long struggling to increase achievement and containing one school, Wiley, in Academic Emergency. The project plans for the middle schools are especially bold, especially at lowest performing Wiley, including moving teaching staff to greater content knowledge (4-9 licensure) by providing college instruction on site and financial incentives to complete courses, and providing signrficant coaching coupled with other supports at all three middle schools. The following represents the total amounts by object code for the six schools to implement SIG: SALARIES: $3,948,500 for Reading and Math Coaches (33), Reading Program Specialists (2), Online and FastForward Lab Coordinators (5), School Social Workers (4); substitutes for school PD and site visits, teachers for 6 weeks of summer school (35). BENEFITS: $911,080 for an average teaching benefit amount of 24% plus substitute and summer school rates of 17.2%. PURCHASED SERVICES: $240,809 for teacher tuition at Wiley at a 33% reduced rate by John Carroll University ($438.67 per credit hr x 6 hrs per year for two courses x 44 teachers = $99,121; 40 consultant days (20 in reading; 20 in math) for two elementary SI buildings; financial rewards/tuition for Tier II staff pursuing reading, math or related coursework or certification outside of the school day. SUPPLIES: $115,090 for Red Cat FM amplification systems at two SI elementaries, materials for Tier II project-based evaluations, Rosetta Stone web-based program for language, materials for each middle school student-developed and -led leadership council. EQUIPMENT: $95,000 for desktop computers and Smart Boards for the Tier II school which lacks classroom technology throughout the school. ODE-approved Indirect Cost Rate of 1.60% = $84,266 Total first year SIG request = $5,394,745 Year 2: Coaches. coordinators, SSW's and specialists will continue in Years 2 and 3; funding will remain at about the same level. The other two middle schools will begin the college process in Year 2 where all staff are engaged in onsite college coursework.. Year 3: Coaches and additional personnel will remain but school leadership and staff will start the year planning to transition those staff out of the schools, Wiley teachers will have finished college coursework in year 2; Monticello and Rox Middle teachers will finish coursework in year 3.

5,394,745.00 FY11 proposed LEA budget

5,531,776.00 FY12 proposed LEA budget

5,546,686.00 FY13 proposed LEA budget

Project Summary

Provide an overview of the proposed project, including a description of the following: * The audience (who the project will directly impact); * The educational goals/need (what the project strives to ultimately accomplish); and * The activities (how the project will be carried out). The summary should be written so that readers, including peer reviewers, will understand the overall concept of the application.

The SIG projects CH-UH teams have developed will directly impact teaching staff and students, increasing student achievement in reading and math by 5% on state tests in the first year, or reducing below proficient performance at Tier II Bellefaire by 10%. SIG projects will build teacher capacity in content knowledge, pedagogy, principal leadership in monitoring and evaluation, and provide immediate support to students through increased instructional time, use of the AfL framework, and pyramid of intervention support. Common themes across all school improvement plans are the development of teacher efficacy in the instruction of reading and math. This will be accomplished through professional development to build content and pedagogy, competence in the AfL framework and effective use of data to plan instruction and intervention. Direct intervention for students includes extended learning time, engagement in the AfL process and direct support through a pyramid of support. Teaching staff in CH-UH's one Tier II school and five Tier III schools will receive intensive job-embedded coaching in the school and classroom to increase content knowledge, formative assessment strategies and effective instructional delivery. Teachers will be coached in the effective use of data to differentiate instruction, providing necessary interventions for any student, both academic and behavioral. Our highly research-based, carefully selected core programs will be implemented with fidelity, supported by coaches and monitored/evaluated continuously by building principals who will be monitored by the Assistant Superintendent. Students will be impacted directly by the implementation of the research-based AfL framework, which increases student achievement by instructing students in the goal of their learning, where they are in relation to that goal, and how to close their gaps in knowledge. Teachers will receive ongoing coaching in AfL implementation. Students will also be directly impacted by extended learning time. An additional four hours each week at our Tier II school will allow for a 90 minute block of reading/language arts and a 90 minute block of math daily, In addition to core instruction, research-based computer reading intervention programs (Read 180, System 44, etc.) will be used. In addition to the core program in math, Transmath will be available to address foundational skills. An additional 110 minutes per week will be added at the elementary level and block schedules implemented at the middle schools. Elementary students will receive 135 minutes of ELA and 90 minutes of math instruction daily while middle school students will receive blocks of 84 minutes of Language Arts/English and math instruction daily, and increase from the current 42 minute periods. All students who are not proficient on the reading or math portions of the OAT will attend a free 6-week Summer School. Middle school students who do not attend Summer School will be assigned during elective periods to an online lab for reading or math until grade level mastery is reached. CH-UH feels great urgency to increase our students' achievement above state minimum standards. To accomplish this goal in a short time frame, our SIG projects will flood the six SI schools with math/language arts/ reading coaches and/or university staff to focus teachers' work in the classroom, to ensure all teachers are receiving necessary and differentiated support to be effective. At elementary level, the foundation for Tier III buildings will focus on constructivist approach to mathematics, a balanced literacy model, and rigorous/authentic learning experiences in preparation to movement toward a STEM (Boulevard) and International Baccalaureate/IB (Fairfax) focus within the scope of the three year timeline. Social workers/home school liaisons will further develop family school partnerships, assist in transition planning and align services with the defined pyramid of support.

Waivers

☑ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. ? 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

Assurances - The LEA must assure that it will comply with all Federal assurances and that it will -

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

2. Establish annual goals for student achievement on the State?s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.
PROGRAM ASSURANCES:I agree, on behalf of this applicant agency and all identified partners to abide by all assurances outlined in the Assurance section of the CCIP and the requirements identified in the School Improvement Grant Request For Application. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.
I accept. Douglas G. Heuer, Superintendent Cleveland Heights-University Heights City School District April 30, 2010

SI Building Overview

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

There are **6** Buildings. Displaying page: **1** of **1**

IRN	Building Name	Tier	SI Status	Total Enrollment	FY11 Proposed Budget	FY12 Proposed Budget	FY13 Proposed Budget	Schoolwide OR SW Waiver?	"Start Over" Waiver?	Intervention Model
002212	Bellefaire	Tier II	At Risk	100	712,097.00	632,525.00	648,338.00	☐	☐	Transformatic

CH-UH has designed and will implement a transformation model and SI strategies that meet and/or exceed SI requirements. Bellefaire School (Tier II) developed a comprehensive narrative including significant background analysis with members of the District Leadership Team (DLT). The DLT rigorously examined the four SI models while reviewing Bellefaire's data and, in consultation with the Superintendent, identified the Transformation Model for intervention. Bellefaire is a separate special education facility for students with emotional and behavioral needs operating on the grounds of Bellefaire JCB, an agency with a residential campus that includes locked facilities. The Bellefaire campus serves approximately 100 students in grades 5-12 from CH-UH and neighboring districts whose IEP's determine the need for this highly restrictive environment and provides educational services to students residing on the Bellefaire campus who are not permitted to leave campus due to emotional and behavioral needs. The primary goal of Bellefaire is to provide students with the academic skills to meet content standards and their individual educational goals, and to teach behavioral pro-social skills necessary to be educated in lesser restrictive settings. Bellefaire staff face significant challenges: high transiency (more than 60% of their students attend for less than one school year); extending the school day is limited due to afterschool required therapy sessions for residential students; and students' schooling is interrupted due to lengthy hospitalizations or confinement to cottages due to mental health status. Transformation Model elements to be implemented for Bellefaire include: 1. Teacher & Leader Effectiveness (A) a new principal recently hired; (B & C) working collaboratively with the teachers' union on rigorous evaluation protocols that will include required use of Tier II project-based evaluations which will quality them for a financial incentive to purchase materials for their project, and a financial award for successfully completing the evaluation and demonstrating student growth; (D) providing ongoing high quality job-embedded professional development in both reading and math using coaches; (E) Open discussions with the teachers' union to examine professional growth opportunities including promotion and career advancement and flexible work conditions to retain successful staff; 2. Comprehensive Instructional Reform Strategies include (A) establish learning targets based on district benchmark assessments and monitor progress through the use of short cycle assessments and collected in a data notebook. (B) a focus on Assessment for Learning Framework to guide reading and math instruction in both the core program and research-based intervention programs that provide tiered support such as Read 180, System 44 or Wilson Reading System in reading and Transmath (D) motivate and engage highly at risk and disabled students through integrating technology into the instructional program including desktops and smart boards; (E) provide transition and extended learning time through summer programs; 3. Increasing Learning Time - Creating Community Oriented Schools (A) extending learning time by four (4) hours each week (30 minutes daily and two hours on Friday); (B) providing ongoing mechanisms for family engagement including a home-school liaison SI strategies for Tier III buildings will include: Increase teacher efficacy in reading and mathematics through the provision of High Quality PD (HQPD); Use of data to inform instruction; Development of a pyramid of support; Extend learning time and Develop protocols for monitoring of progress. At Tier III buildings, the DF reflects the adoption of research-based core programs. Needs identified reflect issues with fidelity and consistent implementation of high quality and research based practices.

IRN	Building Name	Tier	SI Status	Total Enrollment	FY11 Proposed Budget	FY12 Proposed Budget	FY13 Proposed Budget	Schoolwide OR SW Waiver?	"Start Over" Waiver?	Intervention Model
003251	Boulevard	Tier III	SI 2 D	344	215,308.00	189,457.00	194,199.00	☐	☐	SI Strategies

Evidence of Impact - (1) If teachers design instruction and tasks that reflect the rigor of the Ohio content standards, gather formative assessment data and make needed midcourse corrections in their instruction, we will see value added growth at both the student and classroom level. On an annual basis, a focus on ensuring a rigorous curriculum, providing the needed supports in a time-bound and focused manner should result in at least 5% annual growth per building in the first year. Specifically, the professional development and focus on student discourse in written and verbal form across the content areas of reading and math will result in an increase in extended response scores reflective of deeper thinking, reflection and the ability to demonstrate one's thinking. Such extended response scores are monitored through district Benchmark assessment and provided both by student, class and grade level averages. Targets will be established based upon fall data and monitored midyear and on the spring OAA. (2) If strong partnerships are built with parents of preschool students, greater participation will occur in early learning literacy events and parents will develop a deeper understanding of the Early Learning Indicators; thus positively impacting annual K-RAL data. (3) If data from universal screening tools and short cycle assessments are used to monitor student progress and interventions are implemented with fidelity, then evidence of individual growth will be seen on midyear Benchmark Assessments and by lexile/Fountas & Pinnell Reading level. (4) Evidence of impact will be noted through two to three Instructional Rounds visits in which a District network of administrators and teaching staff collect observable evidence of school improvement. In addition to specific achievement targets, I would suggest the following additional indicators of impact and evidence: ---Dialogue at PLCs that includes evidence of student work and relates to shared instructional practice (can be measured by our annual survey). ---Two rounds visits that will provide evidence of growth in implementation of instructional strategies aligned to building goals through evidence gained through classroom observation. ---PLCs will evidence vertical grade level teams in addition to grade level teams. (PLC agendas) ---All staff meetings will focus on professional development around building goals. (Agendas) ---BLTs will focus on communication, staff development and monitoring. (Minutes of meetings) ---Instructional coaches will support grade levels and departments in monitoring pacing guides, use of common assessments, rigor of a tasks and cognitive level of assessments. (logs) ---Collection of exemplars of student writing for student, teacher and family use. (Evidence-student work) ---Data monitoring notebooks.

IRN	Building Name	Tier	SI Status	Total Enrollment	FY11 Proposed Budget	FY12 Proposed Budget	FY13 Proposed Budget	Schoolwide OR SW Waiver?	"Start Over" Waiver?	Intervention Model
010967	Fairfax	Tier III	SI 4	407	136,588.00	108,768.00	111,487.00	☐	☐	SI Strategies

Evidence of Impact - (1) If teachers design instruction and tasks that reflect the rigor of the Ohio content standards, gather formative assessment data and make needed midcourse corrections in their instruction, we will see value added growth at both the student and classroom level. On an annual basis, a focus on ensuring a rigorous curriculum, providing the needed supports in a time-bound and focused manner should result in at least 5% annual growth per building in the first year. Specifically, the professional development and focus on student discourse in written and verbal form across the content areas of reading and math will result in an increase in extended response scores reflective of deeper thinking, reflection and the ability to demonstrate one's thinking. Such extended response scores are monitored through district Benchmark assessment and provided both by student, class and grade level averages. Targets will be established based upon fall data and monitored midyear and on the spring OAA. (2) If data from universal screening tools and short cycle assessments are used to monitor student progress and interventions are implemented with fidelity, then evidence of individual growth will be seen on midyear Benchmark Assessments and by lexile/Fountas & Pinnell Reading level. (3) Evidence of impact will be noted through two-three Instructional Rounds visits in which a District network of administrators and teaching staff collect observable evidence of school improvement In addition to specific achievement targets, I would suggest the following additional indicators of impact and evidence: ---Dialogue at PLCs that includes evidence of student work and relates to shared instructional practice (can be measured by our annual survey). ---Two rounds visits that will provide evidence of growth in implementation of instructional strategies aligned to building goals through evidence

gained through classroom observation. ---PLCs will evidence vertical grade level teams in addition to grade level teams. (PLC agendas). ---All staff meetings will focus on professional development around building goals. (Agendas) ---BLTs will focus on communication, staff development and monitoring. (Minutes of meetings) ---Instructional coaches will support grade levels and departments in monitoring pacing guides, use of common assessments, rigor of a tasks and cognitive level of assessments. (logs) ---Collection of exemplars of student writing for student, teacher and family use. (Evidence-student work) ---Data monitoring notebooks

012088	Frank L Wiley	Tier III	SI 3 D	417	1,400,390.00	1,435,400.00	1,346,895.00	☐	☐ SI Strategies

If we increase the number of teachers within the middle school with coursework toward 4-9 licensure in Math or Language Arts, there will be a consistent understanding among staff as to the content standards, pedagogy appropriate for adolescent learners, and instructional strategies to provide remediation, enrichment, and/or acceleration to individual students as needed. If we increase the number of teachers within the middle school with coursework toward a Reading endorsement, there will be consistent understanding among staff as to the strategies to provide remediation, enrichment, and/or acceleration which addresses individual student needs in Reading to best promote student success in Science, Social Studies, and elective courses. Teachers will speak a common language and have an awareness of a "common toolbox" of strategies to support struggling and advanced readers across content areas. If we embed university staff within Wiley and provide coursework and support via coaches daily for 42-minutes, core content area teachers will consistently engage in professional development throughout the school year to refine their instruction. This daily learning of teaching staff will affectively model the idea of teachers as learners for students. If data used from common formative assessments is used throughout the year in an ongoing way and is supported by coaches within the building, evidence of individual student growth will be reflected. This will be mirrored in the progress indicated on the mid-year MAP assessment in Reading and Math and at least 5% annual growth on the spring 2011 OAA for Wiley. If on-line coursework, dedicated labs embedded with coordinating staff are provided, students will be able to address individual needs in the core content areas and work at their own pace to remediate and/or accelerate their learning. If the Summer School Program is provided free of charge and extends for 6 weeks of the summer, all students in need of remediation and/or acceleration will be able to access coursework and ensure that learning continues to build throughout the summer months. This will work to prevent against the research identified "loss of learning" for students during the summer. If software and/or licenses are provided for students to provide enrichment and/or remediation which integrates technology, students will be able to strengthen their core content understanding. If a Social Worker is dedicated to the middle school, he/she will be able to develop powerful relationships with students and families, construct small student groups to strengthen social skills and mediation, and provide opportunities to bridge the gap with families to promote a partnership which proactively addresses concerns/issues and affectively decreases disciplinary consequences which may disrupt student learning (i.e. suspension, expulsion, etc.)

025411	Monticello	Tier III	SI 4	463	1,449,950.00	1,567,582.00	1,606,772.00	☐	☐ SI Strategies

If we embed Language Arts, Math, and Reading coaches within Monticello to meet with core content area teachers daily for 42 minutes and to model lessons, co-teach, co-plan, facilitate lesson studies, and use formative assessment data to guide instruction, 6th - 8th grade teachers of core content will refine their instructional strategies to remediate, enrich, and support student learning. If data used from common formative assessments is used throughout the year in an ongoing way and is supported by coaches within the building, evidence of individual student growth will be reflected. This will be mirrored in the progress indicated on the mid-year MAP assessment in Reading and Math and at least 5% annual growth on the spring 2011 OAA for Monticello. If on-line coursework, dedicated labs embedded with coordinating staff are provided, students will be able to address individual needs in the core content areas and work at their own pace to remediate and/or accelerate their learning. If the Summer School Program is provided free of charge and extends for 6 weeks of the summer, all students in need of remediation and/or acceleration will be able to access coursework and ensure that learning continues to build throughout the summer months. This will work to prevent against the research identified "loss of learning" for students during the summer. If software and/or licenses are provided for students to provide enrichment and/or remediation which integrates technology, students will be able to strengthen their core content understanding. If a Social Worker is dedicated to the middle school, he/she will be able to develop powerful relationships with students and families, construct small student groups to strengthen social skills and mediation, and provide opportunities to bridge the gap with families to promote a partnership which proactively addresses concerns/issues and affectively decreases disciplinary consequences which may disrupt student learning (i.e. suspension, expulsion, etc.) If we embed a Technology Coach to meet with core content area teachers regularly to embed technology in daily lessons and to assist teachers in finding ways to use technology as they respond to formative assessment data with individual students, 6th - 8th grade teachers of core content will refine their instructional strategies to remediate, enrich, and support student learning.

032847	Roxboro	Tier III	SI 2 D	518	1,480,411.00	1,598,044.00	1,637,995.00	☐	☐ SI Strategies

If we embed Language Arts, Math, and Reading coaches at Rox Middle to meet with core content area teachers daily for 42 minutes and to model lessons, co-teach, co-plan, facilitate lesson studies, and use formative assessment data to guide instruction, 6th - 8th grade teachers of core content will refine their instructional strategies to remediate, enrich, and support student learning. If data used from common formative assessments is used throughout the year in an ongoing way and is supported by coaches within the building, evidence of individual student growth will be reflected. This will be mirrored in the progress indicated on the mid-year MAP assessment in Reading and Math and at least 5% annual growth on the spring 2011 OAA for Roxboro. If on-line coursework, dedicated labs embedded with coordinating staff are provided, students will be able to address individual needs in the core content areas and work at their own pace to remediate and/or accelerate their learning. If the Summer School Program is provided free of charge and extends for 6 weeks of the summer, all students in need of remediation and/or acceleration will be able to access coursework and ensure that learning continues to build throughout the summer months. This will work to prevent against the research identified "loss of learning" for students during the summer. If software and/or licenses are provided for students to provide enrichment and/or remediation which integrates technology, students will be able to strengthen their core content understanding. If a Social Worker is dedicated to the middle school, he/she will be able to develop powerful relationships with students and families, construct small student groups to strengthen social skills and mediation, and provide opportunities to bridge the gap with families to promote a partnership which proactively addresses concerns/issues and affectively decreases disciplinary consequences which may disrupt student learning (i.e. suspension, expulsion, etc.)

Plan Relationships

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (188)

Go To

Related Goals

G 1) Increase student achievement in the core academic subjects of reading and mathematics

Description:

Increase achievement in reading and mathematics by 15% by 2013 for all students in grades K-12 and the specific subgroups of economically disadvantaged, minority students, and students with disabilities, Students will improve performance on the OAA/OGT and local assessments by 5% during the 2010-2011 school year..

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in core academic subjects on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

Grant	Notes	2010	2011	2012	2013	2014
Consolidated						
Title I		$2,947,231	$2,259,688	$00	$00	$00
Neglected, Title I		$131,273	$90,623	$00	$00	$00
School Improvement Sub A, Title I		$219,902	$00	$00	$00	$00
Improving Teacher Quality, Title II-A		$334,123	$339,317	$00	$00	$00
Technology, Title II-D (Formula)		$00	$7,761	$00	$00	$00
LEP, Title III		$19,068	$12,220	$00	$00	$00
Special Education, Part B-IDEA		$1,893,862	$1,629,907	$00	$00	$00
Early Childhood Spec Education, IDEA		$33,171	$32,784	$00	$00	$00
Consolidated Total:		**$5,578,630**	**$4,372,300**	**$00**	**$00**	**$00**
21st Century						
21st Century		$387,981	$325,321	$200,000	$150,000	$100,000
21st Century Total:		**$387,981**	**$325,321**	**$200,000**	**$150,000**	**$100,000**
Alternative Education Challenge						
Alternative Education Challenge		$00	$94,996	$00	$00	$00
Alternative Education Challenge Total:		**$00**	**$94,996**	**$00**	**$00**	**$00**
Early Childhood Education (Entitlement)						
Early Childhood Education		$88,000	$88,000	$00	$00	$00
Early Childhood Education (Entitlement) Total:		**$88,000**	**$88,000**	**$00**	**$00**	**$00**
Learn & Serve America						
Learn & Serve America		$00	$15,000	$00	$00	$00
Learn & Serve America Total:		**$00**	**$15,000**	**$00**	**$00**	**$00**

ARRA Title II-D (Competitive)					
ARRA Title II-D (Competitive)	$185,305	$145,093	$00	$00	$00
ARRA Title II-D (Competitive) Total:	**$185,305**	**$145,093**	**$00**	**$00**	**$00**
The American Recovery and Reinvestment Act (ARRA)					
ARRA Title I	$1,304,420	$1,031,813	$00	$00	$00
ARRA Neglected, Title I	$52,858	$52,858	$00	$00	$00
ARRA Delinquent, Title I	$52,858	$00	$00	$00	$00
ARRA Special Education, Part B-IDEA	$1,846,917	$1,577,601	$00	$00	$00
ARRA Early Childhood Spec Education, IDEA	$60,299	$35,759	$00	$00	$00
The American Recovery and Reinvestment Act (ARRA) Total:	**$3,317,352**	**$2,698,031**	**$00**	**$00**	**$00**
School Improvement Competitive 1003 (g)					
School Improvement Competitive 1003 (g)	$00	$712,097	$632,524	$648,337	$00
School Improvement Competitive 1003 (g) Total:	**$00**	**$712,097**	**$632,524**	**$648,337**	**$00**
Grand Total:	**$9,557,268**	**$8,450,838**	**$832,524**	**$798,337**	**$100,000**

S 1.1) Develop teacher efficacy in the instruction of reading and math

Description:

For all teachers: build solid content mastery; promote appropriate pedagogy; identify and interpret formative assessments to guide instruction; understand differentiation strategies to accommodate various learning styles and levels of understanding; and develop and implement tasks that are rigorous and relevant for all students

S 1.2) Align curriculum to the ODE content and process standards PreK-12.

Description:

Align curriculum and resources, ensure vertical articulation across levels, develop and refine courses, integrate research-based instructional models, and assure curriculum/materials promote higher level thinking and 21st Century skills.

S 1.3) Provide a coherent pyramid of support inclusive of a strong core program with targeted and focused intervention to address academic and non-academic barriers

Description:

Utilize and demonstrate evidence of teacher use of content-aligned core reading and math curriculum. Ensure the provision of remediation, enrichment, and/or acceleration as appropriate for students in math and reading. Implement assessment for learning practices to guide instruction. Implement differentiation structures and practices to accommodate various learning styles and levels of understanding. Utilize a framework of schoolwide positive behavior supports and interventions to increase school engagement, increase attendance, and decrease discipline problems.

S 1.4) Increase/improve family, school and community collaboration and partnerships

Description:

Engage families and community partners to positively impact student academic success and engagement by addressing drop out, discipline, response to student mobility, and attendance issues.

S 1.5) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in programs supported by Title I fund

Description:

District priorities focus on supporting staff in high quality professional development to maintain highly qualified status. Professional development is aligned to District focus areas and State content standards, research-based, evaluated and updated annually, and increasingly job-embedded through core subject coaches. Continue the use of data to drive decision-making and differentiate instruction for students. The District assists staff in maintaining their HQT status. For those teachers who are not HQT or who plan to transfer to a core subject area that they are not currently highly qualified to teach, the

District assists them through individualized HQT plans. The District provides opportunities at the District level working with local universities to provide coursework, providing opportunities for non highly qualified staff to take the HQ test and reassigning teaching placement as needed. A District professional development plan is evaluated and updated annually to align with teacher, building and district needs and priorities that advance educators' content knowledge and provides instructional strategies to enable educators to assist students in meeting local and state achievement standards. The District develops a three to five year plan for IEP students to attain full access to curriculum in their least restrictive environment;; a plan to assist general classroom teachers with differentiated instruction; a plan for all intervention specialists who are not HQ; and staffing plans to ensure appropriate numbers of intervention specialists are HQT in appropriate content areas.

Related District/Agency Plan Action Steps

G 1) Increase student achievement in the core academic subjects of reading and mathematics

S 1.1) Develop teacher efficacy in the instruction of reading and math

AS 1.1.1) School Improvement Strategies for schools in Tier II and Tier III status

Description:

The CH-UH City School District will meet the district's CCIP goal in schools in School Improvement (SI) through focused plans. All Title schools, including those in SI, have performed the necessary planning to move to Schoolwide Title I programs in 2010-11. CH-UH will serve the Tier II School, Bellefaire, through implementation of the Transformation Model. Tier III schools will implement SI strategies as outlined in each building plan.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Increase student achievement in the core academic subjects of reading and mathematics

S 1.1) Develop teacher efficacy in the instruction of reading and math

AS 1.1.4) Assessment for Learning (Bellefaire)

Description:

All Bellefaire teachers will demonstrate understanding of, and apply the assessment for learning (AfL) framework to guide math and reading instruction. The research-based AfL is based on the concept that students bloom when they understand the goal of their learning, where they are in relation to that goal, and how to close their gaps in knowledge. AfL is particularly successful in increasing student motivation and performance when teachers are trained and had administrative support while implementing changes in their classroom assessment practices. (http://www.qca.org. uk/7659.html). CH-UH will include: establishing clear learning intentions, sharing samples of student's work/anchor paper, co-constructing criteria with students, providing descriptive feedback, and providing opportunities for peer and self assessment. In reading and math teachers must understand the role of the student in the learning process especially since students at Bellefaire School, a separate facility for students with disabilities, are often disengaged in the learning process.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) Develop instructional leadership capacity (Bellefaire)

Description:

With the transition to a new principal, an opportunity has been created to revisit foundational beliefs and practices within the building. In addition, the principal will need to become knowledgable about the culture of the building and the unique student population. The multiyear plan for Bellefaire is to use the 2010-2011 school year to develop relationships and align assessment for learning framework and small group/individualized instruction to support reading and math instruction. During this transition, the district will provide professional development opportunities for the principal in the assessment for learning framework and differentiation. The new principal will be able to communicate with clarity the practices associated with high quality implementation of core programs

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) High quality professional development is provided and embedded in an on-going way (Bellefaire)

Description:

Professional development for Bellefaire School teachers, who are special education intervention specialists, will be ongoing and embedded focused on: ---Assessment for Learning Framework - Through the work of Anne Davies and supported through the research of Black & Williams (1998), teachers learn strategies that engage students in classroom assessment and provide an increased amount of descriptive feedback thus helping students better understand where they are in their learning journey and how to take the next learning steps. ---Bellefaire will have a Problem of Practice and Theory of Action that will focus on the assessment for learning framework. The Harvard Instructional Rounds process will be used by staff to collect objective evidence of their progress and support the staff in identifying the next level of work for their building. ---All Bellefaire teachers will receive professional development focused on small group and individualized instruction in the areas of reading and math utilizing targeted research based strategies. ---A building level half time reading coach and full time math coach will receive professional development on differentiated instruction, assessment for learning strategies and the connection between the two, to better support building implementation. ---The math coach will receive professional development on the math process standards to build his/her knowledge and understanding to influence math instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) Protocols are in place to monitor and evaluate implementation, effectiveness and fidelity (Bellefaire)

Description:

Bellefaire teachers, in collaboration with building leadership and coaches, will come to a consensus on the components of the Assessment for Learning framework that they will implement in year one; agree upon building procedures for small group and individualized instruction; and determine the research based instructional strategies that they will implement for math and reading. to be in place as a result of professional development provided. Focused support for implementation will be provided through coaching (demonstration, co-teaching, and feedback).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) Development and implementation of plans for extended learning time (Bellefaire)

Description:

The Bellefaire School day will be increased by 30 minutes on Monday through Thursday and by an additional two hours on Friday for a total increase in learning time of four hours per week. Each day will include a 90-minute literacy block and 90 additional minutes each week for math instruction. The 90-minute literacy block will reflect a balanced literacy approach.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) Provide a coherent pyramid of support inclusive of a strong core program with targeted and focused intervention to address academic and non-academic barriers

AS 1.3.5) Protocols are in place to monitor and evaluate implementation, effectiveness and fidelity (Bellefaire)

Description:

Bellefaire has identified a problem of practice and theory of action that has focused on the data collection and monitoring of reading progress and growth in relation to indicators is not consistent and uniform to allow for timely response and remediation. The building principal collects evidence of work toward building goals which is shared with central office administration throughout the year. A fall and midyear State of the Schools address serves to communicate building goals and progress made toward such goals to school staff, agency staff and parents. Through professional learning communities staff will develop common assessments such as short cycle assessments to monitor reading process and vocabulary acquisition indicators and will utilize assessment the assessment for learning framework to further refine assessment practices. Implementation and effectiveness will be monitored by the principals collection of evidence, monitoring of the work the PLC through PLC meeting attendance, summaries and commitments as well as through the Educational Rounds process and general classroom walk troughs by the principal.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.7) Implement Asessment for Learning or differentiation (Bellefaire)

Description:

Implement assessment for learning practices to guide instruction. Implement differentiation structures and practices to accommodate various learning styles and levels of understanding.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.8) Monitoring implementation (Bellefaire)

Description:

Bellefaire's literacy team, including the principal, teachers, paraprofessionals and literacy coach, will meet monthly to monitor student assessments/student data, the use of the assessment learning framework component that they committed to for year one, and the use of the building procedures developed to support small group and individualized instruction. Each teacher will keep a collection of evidence binder that will contain the following three sections: student data including formal and informal assessments, the agreed upon evidence of assessment for learning components from year one (ex: learning intentions, anchor papers, success criteria, feedback) and evidence of individualized and small group instruction utilizing the research based strategies.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.9) Tutoring in the locked cottages (Bellefaire)

Description:

Residential students temporarily confined to their locked cottage by residential staff due to behavioral/mental health issues will receive tutoring in critical subjects to the extent possible given each individual situation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.4) Increase/improve family, school and community collaboration and partnerships

AS 1.4.3) Create opportunities for parents/guardians to support student learning through partnering with the school (Bellefaire)

Description:

Due to the uniqueness of Bellfaire School, students residing in the Bellefaire JCB residential program may not have parent/guardians as involved in their educational program and are often under the custody of Department of Children and Family Services. Day students come from multiple counties both adjacent and beyond thus making access to parents more challenging. The district will provide a Home Liaison/school social worker to improve linkages between school/home for day students and school/cottage staff for residential students. Curriculum night is offered one night each year and parent-teacher conferences are offered two times each year in addition to meetings specific to individual student needs such as IEP meetings. A parent outreach program has been implemented that provides reading material for parents and students to use at home. Parents are surveyed twice a year regarding students reading habits and preferences. School communication consists of weekly student passports and homework folders.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Contacts

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Contacts

Funding Application Contact

Pardee, Susan

Substantially Approved Dates

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
School Improvement Competitive 1003 (g)	Thursday, July 01, 2010

Assurances

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Assurances

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Ohio Department of Education, herein referred to as the "ODE," and the local educational agency, herein referred to as the "SUBGRANTEE." ODE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1	That the local educational agency is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 and the district has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.
2	That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3	That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
4	That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
5	That the SUBGRANTEE will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996, OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and Ohio Revised Code Section 117.11 utilizing generally accepted accounting principles (GAAP). The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations. Additionally, the SUBGRANTEE will submit to ODE the aforementioned audit reports required in accordance with OMB Circular A-133 Section 300 (e) within the timeframes required by OMB Circular A-133 Section 320.
6	That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.
7	That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. Section 1221, and provide access to those records as ODE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
8	That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.
9	That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
10	That in the case of any project involving construction, the project is not inconsistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals.
11	That the SUBGRANTEE has adopted effective procedures for: (A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and (B) Adopting, if appropriate, promising educational practices developed through those projects.
12	That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); the Age Discrimination Act (42 U.S.C. Section 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. Section 12101 et seq.).
13	That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following: (A) Religious worship, instruction, or proselytization. (B) Equipment or supplies to be used for any of the activities specified in this assurance, herein. (C) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified

	in this assurance, herein. (D) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).
14	That no Federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program.
15	That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program.
16	That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups.
17	That the SUBGRANTEE shall continue its coordination with ODE during the length of the project period.
18	The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.
19	That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall: (A) Provide private school students with a genuine opportunity for equitable participation. (B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools. (D) Comply with the requirements of 34 C.F.R. Section 76.652 through 76.662.
20	That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by statute.
21	That funds will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
22	That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
23	That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
24	That it shall maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show: (A) The amount of funds under the subgrant or grant. (B) How the SUBGRANTEE uses the funds. (C) The total cost of the project. (D) The share of that total cost provided from other sources.
25	If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property.
26	That in the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
27	That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.
28	The SUBGRANTEE will adopt and use the proper methods of administering the subgrants, including, but not limited to: (A) The enforcement of any obligations imposed by law. (B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.

	(C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
29	The SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
30	Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.
31	The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or ODE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 34 CFR 80.43, 34 CFR 74.62 and Ohio Revised Code Section 3301.07 (C), as applicable.
32	For the construction of facilities with Federal funds, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.
33	When funded on an advance basis by ODE, the SUBGRANTEE agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). Additionally, the SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment in accordance with OMB Circular A-102 Section __.21 (i) or OMB Circular A-110 Section __.22 (l), as applicable.
34	In the purchase of equipment and supplies, the SUBGRANTEE will comply with local, state and Federal procurement policies. In addition, equipment and supplies purchased for use in a Federal or state program will comply with the provisions of OMB Circular A-102 or OMB Circular A-110, as applicable, and any individual program regulations.
35	The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.
36	That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.
37	That the SUBGRANTEE will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
38	That the SUBGRANTEE will conform all activities conducted under the approved grant to the provisions contained within OMB Circular A-87, A-21 and/or A-122, as applicable.
39	That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in 34 CFR 76.707.
40	That no SUBGRANTEE will subgrant the approved project to another entity without the express written consent of ODE.
41	Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. The SUBGRANTEE assures that (see "Document Library - Consolidated Application - Guidelines" for explanation of requirements): (A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or other wise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE). (B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. (C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement. (D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.
42	Any additional assurances listed within the document library for a specific application as required by the ODE program office administering the program.
43	The SUBGRANTEE will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 U.S.C. 7905, 34 C.F.R. Part 108, and with other federal civil rights statuses enforced by OCR.