History Log

Cleveland Municipal (043786) - 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
	8/16/2010 7:59:22 AM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	8/10/2010 3:30:20 PM	Sanders, Eugene	Status changed to 'Authorized Representative Approved'.	S
	8/10/2010 3:29:45 PM	Fortlage, James	Status changed to 'Fiscal Representative Approved'.	S
	8/10/2010 3:29:40 PM	Fortlage, James	Status changed to 'Revision Completed'.	S
	7/1/2010 12:30:14 AM	System	Status changed to 'Revision Started'.	S

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Allocations

Cleveland Municipal (043786) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Allocations

	(1)	SIGC	Total
Original	9,168,430.00		9,168,430.00
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	9,168,430.00		9,168,430.00

Budget

Cleveland Municipal (043786) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (61)

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	105,840.00	19,110.00	25,000.00	15,400.00	0.00	0.00	165,350.00
Support Services	2,550,737.00	792,953.00	2,640,000.00	0.00	600,000.00	0.00	6,583,690.00
Prof Development	2,012,970.00	406,420.00	0.00	0.00	0.00	0.00	2,419,390.00
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						0.00	0.00
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	4,669,547.00	1,218,483.00	2,665,000.00	15,400.00	600,000.00	0.00	9,168,430.00
						Adjusted Allocation	9,168,430.00
						Remaining	0.00

Application

Cleveland Municipal (043786) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (61)

Needs Assessment

38170 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).

CMSD began the Ohio Improvement Process (OIP) during SY09 led by the District and OIP Regional Coordinator to inform Transformation Planning. A district wide Academic Achievement Plan (AAP) model was developed based on the components contained within the decision framework. Each building developed an individualized plan that aligns with the district plan as well as its own needs for meeting student achievement. District Leadership Team (DLT) worked with each Building Leadership Team (BLT) throughout the SY to refine their AAP for progress monitoring of benchmark data on student's growth academically and emotionally. Each BLT developed an individualized needs assessment based on the data needs as defined by the OIP framework establishing achievement goals and priorities that include local report card (LRC) data, Conditions for Learning (CFL) survey results, attendance, graduation, social and emotional learning and safety issues. We discovered that we need to focus on reading and math at all grade levels, which further supported dramatic change in the district. The 2 year process revealed the need for improvement in: Reading K-8 38.2% to 54.4%; K-8 Math 24.9% to 54.8%. OGT reading scores show a downward trend. OGT math scores show only minimal increases. Reading concerns: Instructional practice and alignment/implementation of assessments to impact student achievement; Reading proficiency: Minority students 46.8%, SWD 22.7%, LEP 36.3%, overall 49.3%. Math concerns: Instructional practice and alignment/implementation of assessments; Math proficiency: Minority students 37.6%, SWD 17.7%, LEP 33.6%, overall 40.6%. The team discovered that the issue was primarily an issue of Instructional Practice, which informed the plan's heavy emphasis on teacher practices. Research also revealed that attendance and discipline are concerns which informed the use of CFL and safety, and attendance data as criteria in the planning. CMSD will employ several data-driven practices to support strategies and interventions to improve student academic performances: *Collect baseline data from sources like practice tests OAA/OGT scores with results driven down to the student/classroom level. BLTs will use data to project a half band improvement gain at student level resulting in an increase of the performance index measure.*Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*Administer growth assessments quarterly to monitor student progress toward their half band goal. The data sources will be from OAA/OGT released tests from the ODE site available through SchoolNet.*The growth assessments will be scored and analyzed to compare the current curriculum focus with those tested benchmarks needing the greatest emphasis. Data sources include district Scope and Sequence.*Utilization of a backward design lesson planning model to create instructional units focused on identified benchmarks targeting student skill sets needed for mastery of content towards proficiency assessment. Data sources include ODE Success site; SchoolNet; textbook resources.*BLT will meet on a regular basis to examine aggregate performance measures to monitor progress toward student performance goals & adjust building action planning as needed.*BLT will have detailed information about student's past performance with opportunities to work collaboratively on implementing an intervention plan that supports classroom instruction. Data sources include SchoolNet student profiles and student IEPs.*BLT will ensure that available resources are targeted toward the direct intervention for identified students and make interventions a requirement of the student and family. SIG funds will advance the support mechanisms referenced for academic achievement in targeted Tier I and Tier III schools.

Capacity To Implement

Design and implement interventions consistent with the final requirements:

CMSD underwent a yearlong district-wide planning process to address declining enrollment and low academic achievement. CMSD's strategy, evolving out of this planning process, is to move toward high quality teaching and learning by committing to accountability (students, teachers, administrators, and central office staff) and focusing on driving student outcomes. By introducing several new models and deepening successful current interventions, CMSD seeks to encourage more: rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, and reflection/assessment of instruction practices and its impact on student outcomes. Several key strategies are replicated in multiple schools, with deeper strategies used in those schools identified as greater need (Tier I). CMSD schools will continue to be supported through math and literacy curriculum coaches in alignment with the district's needs assessment, extended and enhanced teacher professional development and access to additional support services, resources, technology and equipment. Moreover, extended day services for students and teacher incentives will be layered into our Turnaround and Transformation Model schools. Aligning to current research-based frameworks, CMSD has successfully implemented a standards based instructional coaching model rooted in research-based practices of data analysis, classroom assessment, differentiated instruction and intervention. School Improvement Coaches assist teachers through conducting demonstration lessons, assessing and diagnosing deficiencies in reading and mathematics and planning appropriate, current research-based literacy/math instruction. They also provide formal and informal PD related to both research and practice for classroom teachers, plan and facilitate teacher study groups related to literacy and mathematics instruction, and participate in the school improvement process for assigned schools. This PD is purposeful, structured, continuous, informed by multiple sources of data and driven by a coherent long-term plan. Studies show that sustained individualized attention through extended learning time can help raise reading and math achievement levels. Recognizing the value of this research, CMSD, in partnership with community stakeholders, plans to provide a state-of-the-art computer lab in each building and incorporate scientifically-based computer software. In these labs, after school tutors will collaborate with classroom teachers on a weekly basis by sharing student work, student data, and instructional design. This technology based extended learning day strategy will provide learning opportunities to supplement quality classroom instruction in reading and mathematics. In addition to the general interventions described above, CMSD is instituting several new curriculum models in its Turnaround Model schools. The new curriculum models planned for schools are as follows: 9th grade academies using the John Hopkins University Talent Development Model, New Tech, Facing History, Professional Learning Communities, STEM, Career-Tech High School That Work Model, AP College Board and World Languages and Cultures. These models necessitate significant teaching and learning changes that support CMSD's school improvement strategy. For example, the STEM model provides a rigorous comprehensive education with a focus on core areas of mathematics and science with an infusion of technology and engineering. A visitor to a STEM school will experience students actively engaged in a

rigorous dynamic curriculum utilizing cutting edge technology and augmented with real-world projects.

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

As CMSD implements the district's ATP, the District is working with two types of external providers to assist with implementation: district-level external resources and school support networks and providers. The implementation plan is and will be managed by the district's Transformation Management Office (TMO), which is supported by proven external consultants in two areas. (1)Talent Recruitment: CMSD plans to retain Gelber Leadership Associates through the start of SY 10-11 to help attract talented faculty, principals and district leaders to implement the ATP. Gelber Associates has a successful history with the District-work which includes finding some of the district's most successful principals. The local foundation community helped the district recruit, screen, and select Gelber. (2) Overall project management: CMSD also plans to retain The Boston Consulting Group (BCG), who has been involved with the planning of ATP since Feb. 2009, to continue to work with the district to help with plan implementation. BCG was selected to work with the district in 2009 based on their expertise and experience in urban education reform, including recent work they have done with districts like Los Angeles Unified, Seattle, Chicago, and Dallas. BCG was also a central part of the planning work in Delaware that led to the creation of the Vision 2015 strategy, which is part of the groundwork for the recent $100M grant awarded to Delaware through Race to the Top. BCG was originally recommended to CMSD through peer districts who have worked with the firm. In addition to external consultants at the district level, CMSD also plans to partner with school level support providers. To ensure our students receive high quality supports, CMSD developed simple criteria for recruitment and selection of providers, including: proven track-record of closing the achievement gap and improving student achievement, experience working with large urban districts, research-based curricular and pedagogical approaches and supports, and high standards that align well to Ohio state benchmarks. After researching partners throughout the winter 2009-10, including site visits, literature reviews and peer district referrals, CMSD has selected the first set of external partners to help support schools for SY 10-11. These providers will support curriculum development, professional development for teachers, and in some cases academic coaching in schools. CMSD will continue to seek both local and national providers to support schools and will annually evaluate to ensure schools receive high quality support. As examples, external providers chosen at the high school level include New Tech Network, and Facing History and Ourselves. New Tech Network: A students' participation in New Tech provides a learning environment centered on a strong culture of trust, respect and ownership in which students and teachers are all equally responsible for success. The model, when executed well, will graduate students who are collaborative, critical thinkers capable of framing and solving problems. New Tech utilizes real-world experiences in a technology rich learning environment. Facing History and Ourselves: A students' participation in the Facing History program results in an improved ability to recognize racism and other forms of bigotry in themselves and in others. Students educated in Facing History schools have shown improving skills in understanding and analyzing history, improved empathy towards others and increased civic knowledge. The school model places a focus on interdisciplinary project learning and also will include an advisory program to support students and address specific topics within the themes. The district is also exploring external partnerships with High Schools that Work (a potential high school academy partner), STEM learning and The Hope Foundation to help implement Professional Learning Communities.

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

CMSD is undertaking a three-pronged effort to transform its academic, operational, and organizational policies. *Strengthen academic strategies: Because of high student mobility, more than 1/3 of CMSD students will attend more than one school during the academic year. Therefore the District annually gathers a community of classroom teachers, principals, parents, and curriculum specialists to review and update a curriculum scope and sequence pacing guide which provides an instructional order for the content tested on State and National assessments. This careful attention to curriculum as a district and in each school is supported by rich, job embedded professional development in research based classroom practices in reading, mathematics, and general instructional pedagogy. The District continues to expand early efforts which allowed CMSD to develop a Promoting Educator Advancement in Cleveland (PEAC) process. This PEAC process identifies excellent classroom educators who work on district projects to advance teacher effectiveness and student achievement. SIG funding will expand project development by PEAC teachers to include creation of lesson plans, thematic units & classroom assessments that align with the pacing guide used in everyday instruction. Using these resources, instructional coaches model quality instruction at the classroom and building level and provide job embedded professional development in an effort to build engaged cohort-based learning communities. The goal is to enrich classroom level instruction, promote a strong network of support from DLT to support academic goals, and build a field of practitioners who can reflect and dialog as professionals working towards student success. *Improve operational policies: The district is committed to providing teachers with the right data quickly, allowing teachers to react with near real-time course correction and teacher planning. Policies are in place to train teachers to utilize improved internal information systems (Schoolnet) to diagnose student learning needs and access quality lesson plans. CMSD is committed to holding schools and teachers accountable for results. AAPs have been instituted for all schools within CMSD. The plans are made with the express intent of agreeing to the right set of goals and tailoring the right interventions to schools, while making it clear to staff what results are agreed upon and expected. As the ATP accountability framework is implemented, these AAPs will play an even more important role, as standard measurable goals will allow schools undergoing dramatic interventions to track performance, identify areas in need of improvement quickly, and adapt its operations appropriately before stronger, clearly outlined consequences are implemented. *Improve organizational alignment: Part of what will enable our schools to implement their interventions is the right support from the central office. To that end, CMSD is undergoing a central office redesign process that is underway and will be completed by the start of SY10-11. A redesigned central office will improve communication to school sites, increase cross-functional collaboration, and focus on academic support. The redesign process has begun with the departments that most closely impact academics so that these supports can be in place by early summer. CMSD is revising the current management structure of schools, aligning each category of schools with academic leadership that can support their unique needs. Academic Superintendents will be supported by "action teams" that include support specialists in curriculum, data/assessment, intervention services, and leadership/development to differentiate supports, streamline communication to schools, eliminate barriers and expand time focused on student achievement.

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

NA

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.

Since the announcement of the ATP in Jan. 2010, major partners from across Cleveland have publicly endorsed the plan, including the Mayor's Office, St. Lukes Foundation, Sisters of Charity Foundation, the Greater Cleveland Partnership (Cleveland Chamber of Commerce), and the NAACP. These endorsements highlight the level of community commitment to ATP, but would not have been possible without the ongoing stakeholder engagement throughout the planning process. Over the course of the last fourteen months, CMSD has partnered with many organizations, foundations, and community groups and members. Each has provided the district with much needed guidance and thought partnership. To start, three highly-respected consulting firms objectively reviewed CMSD's schools and identified "pockets of success" on which we can build for the future of all of our schools. (1) EdFirst Consulting is a national consulting firm providing education solutions to state, local, and national education organizations.

They were selected in early 2009 for their education reform expertise, stemming from experiences with education organizations such as the Gates Foundation, Mass Insight Education and Research Institute. (2)Council of the Great City Schools (CGCS) is a coalition of 66 of the nation's largest urban public school systems, providing ways to share promising practices and address common concerns. CMSD, a member of this organization, reached out to CGCS to help build an initial fact base about school and program quality. (3) Boston Consulting Group (BCG): a management consulting firm was initially hired to provide a research base for facility utilization within the district. As mentioned earlier, BCG was selected for its extensive experience in urban district education reform. Foundational support: Cleveland Foundation (CF): As an original sponsor of the initiative in February 2009, the CF has been a strong supporter of CMSD, both in the specific sponsorship of external providers as well as general philanthropic support. Similarly, the Gund Foundation supported the original initiative in February 2009, providing both financial and planning support. They have a long relationship with the district, primarily through the sponsorship of several of the district's New and Innovative Schools. Community outreach A Community Advisory Committee was convened by the CMSD CEO to provide input on the guiding principles of the plan and be representatives to their respective communities. The committee included nearly 25 stakeholders from the community including city council members, school administrators, SPO members, the head of the Bond Accountability Commission, as well several other local civic and faith leaders. In addition to specific community leader outreach, the district has conducted over 30 community-based forums, both during the planning process and after the public announcement of ATP. The forums welcomed parents, students, teachers, CTU representatives, and any other member of the general public to review the fact-base and provide input on the process and plan. School staff input: Over the course of the planning period, CMSD and the Cleveland Teachers Union (CTU) have worked together with a shared goal of school improvement. A highlight of this ongoing collaboration is the Academic Achievement Plan (AAP) core teams, which are comprised of both building administrators and CTU building leadership. The ongoing AAP process and the transformation planning process have come together this spring, as the district and CTU have agreed to form a Transformation working team whose main task is to collaborate on key elements of planning and implementation of the ATP. Cleveland School Board: The school board has maintained designated representatives to stay abreast of planning and contribute feedback. The School Board approved the ATP in March 2010 and receives regular updates on progress.

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.

The CMSD ATP has undergone several development stages since early 2009 - each stage has gained more commitment from our diverse stakeholders. These stakeholders have included building-level principals, teachers, community civic and business leaders, members of the Student Parent Organization (SPO) and local foundation members. Stage 1: Building a fact-base and forming a strategy (Feb 2009 - July 2009): The ATP began as a three-part effort to build an objective fact-base of the state of Cleveland's schools. CMSD partnered with three external organizations (mentioned previously-Ed First, CGSC, and BCG) which studied different components of the current situation. These organizations were all tasked to share their results with one another and with the district to reach a collective and consistent set of facts and recommendations that created the foundation of ATP. Stage 2: Collecting input from community leaders (Mar 2009 - Sept 2009): As the early recommendations began to form, CMSD sought community input, forming an Advisory Committee (AdComm) that was tasked with designing the core guiding principles for ATP, and contributing recommendations on topics such as the proper criteria for school closure. This committee met several times over the course of 2009 and would become representatives of the transformation, armed with information to communicate to their respective constituencies. In addition, the district reached out to 100+ leaders in the community and conducted one-on-one and group interviews with 30+ members including teachers, academics, state senators, heads of local foundations, and the president of the CTU. This engagement aimed to understand the myriad of community perspectives, as well as inform community leaders of the current situation. The district benefited greatly from this community involvement, and important recommendations from these stakeholders are included within the ATP. Stage 3: Public forums and school-level feedback (Sept 2009 - Dec 2009): In the fall of 2009, two additional community stakeholder groups were brought into joint planning. Firstly, the district convened two additional "sub-teams", each composed of principals and regional superintendents: one for K-8 and one for high schools. Over several meetings, these teams reviewed research and provided recommendations. Several components of ATP were borne of discussions by these teams, including the accountability framework, the need for central office redesign, and several details of the school reform models. In tandem, the district conducted seven public forums across the city, where the fact-base was shared as well as the path forward for the district. Hundreds of community members attended, each with the opportunity to provide feedback directly to the CMSD leadership team. This input shaped the criteria that would determine school reform categories and the respective interventions. Stage 4: Public announcement, community feedback, and board approval (January 2010 - present) CMSD's CEO proposed a draft ATP to the community and the School board on January 5th 2010. Following the announcement, the CMSD leadership teams visited over 20 schools that were slated to either close, relocate, or have significant interventions in SY10-11. These community forums were designed to answer questions, listen to concerns, and inform the final recommendations to the Board. Based upon the provided input, CMSD improved the school-by-school intervention plan. The changes to the plan included alterations to which schools would close and relocate, as well as improvements to which programs would be supported in each school. The CMSD School Board approved the final ATP on March 9, 2010. Today, many stakeholders remain involved in the work- a testament to the need for ongoing collaboration, and CMSD foresees a continuation of joint planning, as the success of ATP depends on the city's stakeholders remaining engaged as full partners.

Goals, Strategies and Action Steps

G 2) High Academic Achievement in Core Subjects

Description:

By 2013 to 2014, all students will reach high standards, at a minimum attaining proficiency or better in core subjects. All students includes both public and non-public students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted students, pre-school and homeless students.

Performance Measure:

1.1 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, gifted and homeless), who are at or above the proficient level in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

	Grant	Notes	2010	2011
	School Improvement Competitive 1003 (g)			

School Improvement Competitive 1003 (g)	$00	$30,481,000
School Improvement Competitive 1003 (g) Total:	**$00**	**$30,481,000**
Grand Total:	**$00**	**$30,481,000**

S 2.1) Effective Use of Technology to meet or exceed state academic content standards to ensure all populations (special needs students, students with limited English proficiency, and gifted students) equitable access to the equipment and activities.

Description:

To implement and support a comprehensive program that effectively uses technology to help students in all of the subgroups meet or exceed the state academic content standards adopted by the State Board of Education. Teachers will integrate Ohio State Technology Standards into classroom curricular activities aligned to academic content standards thus insuring that students will achieve technological literacy as well as mastering content standards. Use technology-based instruction to impact the quality, content and structure of teaching and learning in a school that is focused on results. Provide every student hands on learning opportunities and develop technological skills that are aligned to the academic content standards. Expand the use of web-based software and focused supplemental supports as an intervention for at risk students. Tutoring and independent learning will be offered as children are assigned extra remedial help or additional independent practice time in reading.

S 2.2) Acquire technology skills to thrive in a high-tech society

Description:

To implement and support a comprehensive program that affords students the opportunity to acquire the technology skills necessary to thrive in a high-tech society and ensures that students are technology literate by the end of eighth grade. Use technology-based instruction to impact the quality, content and structure of teaching and learning in a school that is focused on results. Provide every student hands on learning opportunities and develop technological skills that are aligned to the academic content standards.

S 2.3) Integration of technology resources to establish research-based instructional methods as best practices

Description:

To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies. Teachers will integrate Ohio State Technology Standards into classroom curricular activities aligned to academic content standards thus insuring that students will achieve technological literacy as well as mastering content standards. Administrators and teachers will participate in ongoing high quality professional development that stresses improvement in student achievement. Professional development will include a variety of options to support teaching and learning strategies such as the use of web-based tools, online courses, and District created workshops that result in improved student performance. Through the use of web informational tools, teachers and administrators will be able to use data information tools, find student achievement records, create standard based lesson plans and create individualized learning plans that identify students strengths and weaknesses.

S 2.4) Technology That Impacts Teaching and Learning

Description:

Provide administrators, teachers, and instructional staff with training on the use of technology to impact the quality, content, and structure of teaching and learning that is focused on results.

S 2.5) Provide high quality enrichment services that addresses the total student (academic, health, and social needs)

Description:

Students will work with teachers, community members and other staff in after school programs. The programs will include but are not limited to the use of technology, web resources, team building and tutoring, .

S 2.6) Support services through Project ACT to meet the needs of students and empower parents.

Description:

Project ACT provides direct instructional and support services to children and youth residing in temporary emergency and transitional shelters and homeless students doubled-up living with family or friends but not contributing to the finances of the household. A comprehensive, holistic approach is used to deliver direct instructional and support services necessary to facilitate the homeless students transition into school and to ensure the students success and ongoing participation in the educational system.

S 2.7) Professional Development - Improve Student Performance

Description:

School Staff will attend professional development sessions to learn how to analyze the data from District, Statewide and Classroom assessments The staff will then use web based application tools to provide differentiated instruction for all students in the school.

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Carl & Louis Stokes Central Academy)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance HS (Collinwood High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance HS (East Technical High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Franklin D. Roosevelt)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance HS (Glenville High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum

coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance HS (John F Kennedy High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance HS (Lincoln-West High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Luis Munoz Marin School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance HS (Martin Luther King Jr Career Campus)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Mary B Martin School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.2) Professional Development - Improve Student Performance HS (Option Complex)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Patrick Henry School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Woodland Hills School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

S 2.8) Systems of Intervention and Special Education

Description:

The SST will provide HQPD and technical assistance for selective collaborative teaching teams providing instruction in content-area subjects to students with or without disabilities.

S 2.9) Academic and Behavioral Supports

Description:

School-wide positive behavioral support

AS 2.9.1) Academic and Behavioral Supports cat-1 (Carl & Louis Stokes Central Academy)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-4 (Collinwood High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-4 (East Technical High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-4 (Glenville High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-4 (John F Kennedy High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-4 (Lincoln-West High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-1 (Luis Munoz Marin School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-2 (Martin Luther King Jr Career Campus)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-3 (Mary B Martin School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, STEM schools provide a rigorous, comprehensive education with a focus on mathematics and science with an infusion of technology and engineering. Students at STEM schools participate in group culminating projects to demonstrate and apply learned concepts, have access to highly-focused academic and career counseling to help facilitate transition to higher education and careers in science, technology, engineering and mathematics, and participate in an environment of intellectual and technical exchange with local business and industry leaders/mentors. Furthermore, we plan to support these schools through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.2) Academic and Behavioral Supports cat-2 (Option Complex)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model

and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-1 (Patrick Henry School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.9.1) Academic and Behavioral Supports cat-3 (Woodland Hills School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, STEM schools provide a rigorous, comprehensive education with a focus on mathematics and science with an infusion of technology and engineering. Students at STEM schools participate in group culminating projects to demonstrate and apply learned concepts, have access to highly-focused academic and career counseling to help facilitate transition to higher education and careers in science, technology, engineering and mathematics, and participate in an environment of intellectual and technical exchange with local business and industry leaders/mentors. Furthermore, we plan to support these schools through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

S 2.10) Prevention/Intervention Model

Description:

Support for R.T.I.

S 2.11) Provide early intervention and support with a rigorous early childhood curriculum.

Description:

With ongoing high quality professional development, teachers will be able to deliver the needed early intervention and rigorous early childhood curriculum.

S 2.12) Public Preschool Early Parent Education

Description:

Preschool teachers will provide the support and additional information to parents so that they will be able to work with their child at home to increase academic achievement.

S 2.13) Successful transition to Kindergarten

Description:

Teachers, administrators and other community agencies will collaborate together with the parents to provide the needed support and resources so that the parent's child will have a strong positive beginning entering Kindergarten.

S 2.14) Content Area expertise and class size reduction

Description:

Hire highly qualified teachers in order to reduce class sizes and help improve student achievement in all high proverty buildings. These teachers will receive intensive high quality professional development throughout the school year.

S 2.15) District Improvement

Description:

Continued implementation of the District Corrective Action plan will continue. Data driven discussions using the decision framework process, action plans, and strategies will be essential in making AYP. Ongoing monitoring of student progress along with implementation of the Ohio Improvement Process - (OIP) by partnering with the regional SST 3 for the district.

S 2.16) High quality instruction

Description:

The supplemental use of federal funds will help to support the high quality instruction in the classroom for the core subject areas.

S 2.17) Prevention and Intervention in the core academic subjects.

Description:

Provide tutoring and other focused supplemental resources and supports for students struggling in math, language arts/reading, science and social studies.

AS 2.17.2) Prevention and Intervention in the core academic subjects

Description:

CMSD is utilizing SIG funds (along with other funding sources) to support Tier I and Tier III K-12 identified buildings through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Adlai Stevenson School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Alexander Graham Bell)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Almira)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Andrew J Rickoff)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Anton Grdina)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Artemus Ward)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Benjamin Franklin)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Professional Development - Improve Student Performance cat-9 (Bolton)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through extended and enhanced building-level professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-5 (Buckeye-Woodland School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Buhrer)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-5 (Captain Arthur Roth)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so

each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-8 (Carl F Shuler)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Case)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Charles A Mooney School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-5 (Charles Dickens School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Charles W Eliot School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Clara E Westropp School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Clark School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Daniel E Morgan School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Denison)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (East Clark)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Emile B Desauze Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Fullerton School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (George Washington Carver)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Giddings)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.4) Prevention and Intervention in the core academic subjects cat-5 (H Barbara Booker Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology

and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Hannah Gibbons-Nottingham Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Harvey Rice Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Iowa-Maple Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-8 (James Ford Rhodes High School)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-8 (Jane Addams Business Careers High School)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.2) Prevention and Intervention in the core academic subjects John Adams (John Adams High School)

Description:

CMSD is seeking SIG funds to support John Adams High School, a Tier III High School identified as Repurpose in CMSD's ATP, through implementation of two new curriculum models - a 9th Grade Academy using the John Hopkins University Talent Development Model and a College Board AP Academy. Both of these models subtend teaching and learning differences that will better position our students for success. For example, in 9th Grade Academies students will: Participate as part of a core student group served by a common teacher cadre, engage in interdisciplinary projects, collaborate frequently with other students through project-based learning, participate in Summer Bridge Academy and receive mentors to help with high school transition, among a host of other substantial changes. Additionally, we will install a supplementary curriculum coach so that John Adams has a full-time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster the school with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-8 (John Marshall High School)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Joseph M Gallagher School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Kenneth W Clement)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Louis Agassiz School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Marion C Seltzer Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Marion-Sterling Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Mary M Bethune)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-8 (Max S Hayes High School)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (McKinley School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Memorial School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Michael R. White)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Miles Park School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Miles School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Mound Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide

targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Nathan Hale School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Oliver H Perry Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Orchard School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Paul L Dunbar Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Paul Revere Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Riverside School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Robert H Jamison School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Robinson G Jones Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Scranton School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (SuccessTech Academy School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Sunbeam)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising

teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.5) Prevention and Intervention in the core academic subjects cat-9 (Tremont Montessori School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Union Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Wade Park)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Walton School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Warner Girls Leadership Academy)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Watterson-Lake School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time

literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Waverly Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Wilbur Wright School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Willow School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

S 2.18) Parent Engagement to increase student achievement

Description:

Federal funds will help to supplement the work of the Family And Community Engagement (FACE) dept to provide strategies and support to the district's parents in understanding the district's Scope and Sequence so that our parents will be able to help their children in academic achievement.

S 2.19) Academic progress and attainment of English proficiency

Description:

All limited English students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and math.

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.

Children and youth require safe and supportive schools and communities if they are to succeed in school and thrive. In recognition of these challenges as well as concerns about school safety due to a school shooting at Success Tech Academy in October 2007, the American Institutes for Research (AIR) conducted an independent gaps analysis (audit) in the winter of 2008. AIR was tasked with assessing the extent to which students in Cleveland are struggling and whether they attend schools that sufficiently address their needs. As part of its role, AIR was asked to make recommendations regarding what District, as well as Cleveland mental health and other community agencies, could do to improve student connectedness to school, mental wellness, and safety. AIR was asked to focus

primarily on District schools, but to also examine and make recommendations regarding what is being done and what could be improved within the community. The audit examined and identified strengths, challenges and areas for improvement related to student mental health and the conditions for learning in the District. In its role, AIR was asked to provide conclusions about (1) where gaps in student connectedness to school, as well as mental wellness and safety, exist and (2) what is needed to reach an appropriate and sustainable level of services that will result in the best possible human service "safety net" for District students. An important goal of the audit was to maximize the extent to which AIR's findings were actionable and would lead to sustainable improvements in the conditions for learning and delivery of services to students. AIR developed the following 10 strategies (and related recommended activities) based on the key elements in this tiered approach and in a sustainable manner that built on Cleveland's and the District's strengths to address the depth and complexity of needs. Strategy 1: Support Capacity to Assess, Plan, Deploy, and Monitor Resources Strategy 2: Improve School Procedures, Protocols, Policies, and Practices Strategy 3: Improve School Climate Strategy 4: Provide Positive Behavioral Supports and Social Emotional Learning Strategy 5: Implement Warning and Response System Strategy 6: Enhance School-Agency Collaboration Strategy 7: Enhance Family-School Partnership Strategy 8: Provide Focused Professional Development and Support Strategy 9: Focus Funding Agency Resources Strategy 10: Collect and Analyze Key Data for Monitoring, Evaluation, and Quality Improvement Since SY07-08, the District has continued its work including implementation of Student Support Teams in every school, implementation of Promoting Alternative Thinking Strategies (PATHS) in grades Pre-K to 2 (and planning implementation in grades 3-5 during SY10-11), Peer Mediation in grades 6 - 12 and implementation of a three-tiered approach to family engagement. Additionally, the district has incorporated a partial implementation of Challenge Day in eight of its high schools. Challenge Day programs are catalyst for creating positive change in schools and communities, addressing issues common in most schools, i.e. teasing, harassment, isolation, stereotypes, intolerance, racism, sexism, bullying, violence, homophobia, hopelessness, apathy, and hidden pressures to create an image to achieve or live up to the expectations of others. Evidence based research has shown that Challenge Day, followed with appropriate supports, helps develop leadership in high school students and also increases particular skills and life effectiveness that impact student achievement and success. To disseminate information and foster collaboration with the community, the District has held two Conditions For Learning symposia and is currently planning a third symposium .

Continuation

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

CMSD is also seeking local philanthropic funding to support district-wide reform strategies and school initiatives that are provided for by School Improvement Grant funding. To date, local support in Cleveland for Academic Transformation has been overwhelmingly positive. Since the Board approved the plan in early March, CMSD has raised over $5M in local philanthropic support. Further commitments are expected throughout the spring. The local funding provides critical matching support to the School Improvement Grant funding, specifically to ensure that CMSD's schools that are low performing-but not yet identified as in need of funding based on federal School Improvement criteria-will have resources they need to improve student achievement. Local philanthropic funding will also support the district - wide reforms detailed in this grant proposal that are necessary conditions to success in our schools, but not covered by this grant (for example, building a district- wide accountability system). Together with the School Improvement Grant, these funding sources will allow Cleveland to deliver supports that will improve educational opportunities and outcomes for all of our city's students. Understanding that all local, state, and federal grant funding is temporary, the ATP must be financially sustainable beyond the time period of the grants. Sustainability will be accomplished three ways: (1) Reallocation of existing resources: As previously stated in the grant application, CMSD is currently undergoing a redesign of central office, aiming to improve and streamline academic support. A corresponding goal of redesign is to deliver support at a lower cost. All options are under consideration, including reducing the number of staff in central office to reinvest in school sites, outsourcing specific operational capabilities, and negotiating contracts with district labor partners. Any money that is saved through these efforts will be redirected into the general operating fund to support schools. (2)Expiration of one-time expenses: A portion of the proposed supports for schools are one-time start-up costs and will expire over a one to three-year time period. These supports include start-up costs to pay for support of national networks and new school models, development of a new teacher and leader evaluation model, as well as materials, technology, and equipment for schools. (3) Operating levy: CMSD recognizes that the district may need to seek an operating levy to continue to support a positive academic environment for students in the city of Cleveland. While costs have risen consistently over the last ten years (driven by increases in the cost of health care and wages), CMSD has not received any increase in local operating funds. As a prerequisite to asking voters to support an operating levy, we believe we must first show meaningful and sustained academic improvement in our schools. Academic Transformation-through support of the School Improvement Grant-seeks to provide the support that will create such gains. Using the momentum of academic improvement as a proof-point, the district can then ask voters to continue to support a strategy and system that is working to educate Cleveland's students.

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 proposal seeks funding to support Tier I and III schools in CMSD based on the District's Academic Transformation Plan and the guidelines for SIG. Tier I schools were classified into four categories based on grade levels served and SIG intervention model. Based on the goals and objectives of CMSD's Academic Transformation Plan and the needs of the district, a specific strategy and set of services has been developed for each category. Generally, Tier I schools will be supported through implementation of a new curriculum model, additional math and literacy curriculum coaches, extended and enhanced teacher professional development, and access to additional support services, resources, technology and equipment. Tier I schools will also experience a new governance structure, significant changes in teaching workforce and significant changes in teacher evaluation practices. Moreover, extended day tutoring for students and teacher incentives will be layered into our Turnaround and Transformation Model schools. Tier III schools were classified into five categories based on the goals and objectives of CMSD's Academic Transformation Plan and the needs of the district. Specific strategies and services have been developed for each Tier III category. Tier III schools will be supported through additional math and literacy curriculum coaches, extended and enhanced teacher professional development and access to additional support services, resources, technology and equipment. Extended day tutoring using research based programs such as Learning Together for students will also be added to our highest need schools. In order to implement the selected interventions and new school models in each of our schools, CMSD has identified multiple year one tasks. Four tasks have been identified for completion between March 2010 and May 2010: 1) Identify and hire needed principals, teachers, and professional staff (including re-interviewing all existing staff). 2) Finalize vision for schools and models (both curriculum and evaluation). 3) Build-out curriculum and model specifics. 4) Communicate school models and options to the community. Five tasks have been identified for completion between June 2010 and September 2010: 1) Build-out curriculum and model specifics. 2) Finalize needed logistics (for example, budgets and facility renovations needed). 3) Define collaborative partnerships. 4) Collect needed resources and materials. 5) Deliver start-of-school enhanced training and professional development. Four tasks have been identified for completion between October 2010 and May 2011: 1) Continue delivering enhanced training and professional development (course-correcting along the way as needed). 2) Finalize measures of success and means to gather needed data . 3) Finalize vision for year 2 of model implementation. 4) Identify and hire any needed staff. Five tasks have been identified for completion between June 2011 and September 2011: 1) Continue delivering revamped training and professional development. 3) Finalize plan for year 2 of model implementation. 4) Evaluate year 1 model implementation. 5) Continue to build-out and extend collaborative

partnerships. Under each task are specific actions required and target dates for completion.

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?

The evaluation of the impact of the SIG funds on student outcomes fits well within the overarching goals of CMSD Academic Transformation plan. These long term goals include: 1. Graduate all students ready to compete in the 21st century global economy. 2. Provide high quality schools that raise student achievement in every neighborhood so that all families have choices. 3. Hold everyone accountable for success, using performance data - teachers and principals, central office staff, parents and students and community. 4. Expand what is working today for students, be bold in rethinking, and changing what is not working. 5. Right-size the district by eliminating excess capacity, addressing overcrowding and ensuring effective use of resources. These goals translate into academic measures of success that CMSD aspires to meet by 2015: Graduation rate meets OH state benchmark (currently 90%); Average ACT score: 19 or better; 100% of schools Continuous Improvement or better; 50% schools Effective or better; 100% of schools with positive growth indicators in reading/language arts and mathematics; Stable enrollment trend and 80-90% facility utilization; Improved student centered culture, as defined by CMSD's conditions for learning survey. In order to achieve these measures of success, CMSD must annually track progress on a series of indicators toward meeting these long term measures. To that end, the focus of the SIG grant is congruent with measuring annual progress on these indicators. Specifically, CMSD will track progress on the following indicators: Reading and Mathematics Achievement as measured by the Ohio Achievement Assessments in grades 3-8, Value Added growth measurement as computed and reflected in Ohio's accountability model, The AYP target for K-8 Buildings, Cumulative 11th grade proficiency rates for the Reading and Mathematics Graduation Tests, and The AYP target for graduation for each of the high schools receiving SIG funds. To meet the over-arching goals of the ATP and track our progress, CMSD has set rigorous annual academic goals. Each year we aim to meet or exceed the following expectations: PK-8: 3% aggregate increase in reading and math proficiency rates OR overall composite value-added measure rated above, AND meet AYP attendance target; HS: Meet state indicators in 11th grade reading and math OR 1.5% increase on 11th grade reading and math indicators, AND meet AYP graduation target (note: graduation rate data cannot be measured in year one because of delayed reporting, eg. 2010-11 data not available until Spring 2012). In addition to academic goals, the CMSD Transformation Plan has established a set of process goals to ensure success in the 1-2 years, 3-4 years, and 5-6 years. Next 1-2 years: A right-sized district: 15 fewer facilities in operation, with students safely reassigned; Viable financial plan: Includes federal, local sources and prioritizes existing resources; Implemented accountability framework: Clearly explaining goals, supports, consequences to staff while setting measurable goals for central office departments; A principal pipeline program: Beginning to identify and grow strong academic leaders. Next 3-4 years: Introducing more choice: Incubated new choice and quality programs in each neighborhood; Operating academy high schools: Expanding model into the 10-11 grades in multiple schools. Next 5-6 years: A portfolio of choice: Highly functioning high schools and K-8s that offer choices to families; Excellent leaders: Sufficient leadership evaluations for all principals; Stable CMSD enrollment: Schools attracting families to the district and enrollment growing.

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.

CMSD developed four intervention categories. They aligned with SIG federal intervention model designations: *Growth/Monitor schools: Maintain current building, program, and staff, while setting strong expectations for targeted improvement *Refocus schools: Provide intensive supports through additional resources and human capital Equivalent federal designation: Transformation model *Repurpose schools: More intensive reform, involving leadership changes, teacher reapplication, the implementation of a new governance structure, and partnerships with charters and EMOs. Equivalent federal designation: Turnaround or restart model *Close/relocate schools: Close building and/or reassign students, transplanting successful programs where possible Equivalent federal designation: School closure model To ascribe the appropriate intervention models, the district needed a way to distill significant amounts of data to assess school academic and building performance. Using information from the OIP Decision Framework, and in collaboration with school administrators, community leaders, public forum input, and many other stakeholders, the leadership team finalized nine assessment criteria: Academics: *Report card rating - the most recent school report card rating *Performance Index (PI) trend - 3-year CAGR for PI as a measure of trend performance; Building condition: *Facilities Condition Index - a measure of the physical structure of the building; Performance drivers: *Conditions for Learning Survey - student survey of four dimensions of school environment: safe and respectful climate, social and emotional learning, academic challenge, and student support *Teacher attendance rate - Most recent year teacher attendance at the school *Student attendance rate - Most recent year student attendance at the school *Major safety incidents - Major safety incidents per 100 students in most recent year; Demand: *Capacity utilization - percentage of capacity being used within the building *Enrollment trend - three-year enrollment trend of school, from 05-09. The result was creation of the Decision Support Tool - a tool that uses these criteria to score each building to assess relative performance. These scores combined with an understanding of neighborhood attendance patterns, school locations, community feedback and physical restraints guided school categorization, including decisions about each of 16 Tier I schools: five will be refocused, eight will be repurposed, and three will close. CMSD will utilize consistent measures/procedures to collect data each year. Measures of intervention success is student performance on annual standardized tests. We will use the OAA/OGT reading and math achievement tests for grades 3-10, and the NWEA MAP reading assessment for grades 2, 9 and 10. Additional student academic performance measures include: quarterly/benchmark assessment scores, value-added rating, Performance Index and Ohio report card rating. For high schools, we will also track graduation rate, % of graduates accepted to 2 or 4 year higher-education institutions, ACT scores and whether or not 9th graders are on track to graduate. In addition, we will evaluate a number of conditions for learning measures. These metrics include: currently collected safety and security data, conditions for learning survey data, student attendance rate, staff attendance rate, staff professional development rate and time spent in classrooms by school administrators. We plan to monitor these measures on a monthly basis through our reorganized Chief Academic Office. Supplementary qualitative data on school culture and environment (for example, instructional quality) will be collected through regular building visits and walkthroughs. The district plans to layer in additional success measures consistent with literature on high-performing urban schools as our revamped accountability system comes online in various implementation phases.

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.

CMSD is requesting $30.394 M in School Improvement Grant funds to support its ATP work. The 67 eligible schools were categorized into nine categories based on grade levels served (K-8 or HS), Tier I or Tier III identification and intervention category. The goals of CMSD's ATP and the SIG requirements were used to develop a specific plan and budget for each school category. $562 K per building is requested for three K-8 Tier I schools identified as Refocus in the ATP that will be supported using the Transformation Model. $685 K per building is requested for two HS Tier I Schools identified as Refocus in the ATP that will be supported using the Transformation Model. $1.458 M per building is requested for five HS Tier I schools identified as Repurpose in the ATP that will be supported using the Turnaround Model. $645 K per building is requested for ten K-8 Tier III Schools identified as Repurpose in the ATP. $968 K is requested for one HS Tier III School identified as Repurpose in the ATP. $327 K per building is requested for fourteen K-8 Tier III Schools identified as Refocus in the ATP. $450 K per building is requested for five HS Tier III Schools identified as Refocus in CMSD's Academic Transformation Plan. $87 K per building is requested for thirty-five K-8 Tier III schools and one HS Tier III School identified as Growth or Monitor in CMSD's Academic Transformation Plan. Below is an example of line items included in the budgets based on the ask for three K-8 Tier I Schools identified as Repurpose in the ATP that will be supported using the Turnaround Model. $890 K per building is requested to fund the following costs: 0.5 FTE Curriculum Coach for Literacy or Math, $ 60 K Teacher professional development provided by curriculum coach $ 27 K Extended day tutoring for primary grade students, $ 25 K Extended day tutoring for middle grade students $ 40 K New school model connected to a national network of schools, $200 K Model implementation professional development before and throughout the SY, $188 K Resources, technology, and equipment, $ 50 K Additional targeted support services $ 55 K Second principal/leader and/or business manager for the school, $135 K School staff hiring team $ 15 K required increased job opportunities for teachers component, $ 25 K 0.33 FTE of a required new governance position, $ 70 K Notes: 1) Funds would be used to supplement the curriculum coach so that each school has half time math and half time literacy coach 2) Examples of additional support could include contracts with community social service agencies, additional guidance counseling, social and emotional learning curriculum, etc., as required in the Turnaround model 3) Funds for staff hiring teams would pay for the time for a principal led team to identify staff members for the school to replace the minimum 50% required in the Turnaround model 4) Funds to cover the 1/3 FTE new governance position would pay for a "turnaround leader" or "repurpose team leader" as part of the required new governance model.

30,481,000.00 FY11 proposed LEA budget

30,481,000.00 FY12 proposed LEA budget

30,481,000.00 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.

CMSD's application for the 2010-11 School Improvement Grant (SIG) is aimed to directly support the CMSD Academic Transformation plan. The district, in coordination with our city's many stakeholders, has been undergoing an in depth planning process since the winter of 2009. The culmination of the planning is the Academic Transformation Plan, which was proposed to the School Board in January of 2010 and approved in its final form on March 9, 2010. The plan includes a school-by-school strategy to dramatically improve student outcomes, as well as district-wide reforms that are necessary to enable such improvements. The SIG award will support the school-by-school strategies that will directly support student achievement gains. From an academic perspective, the facts highlight a great need to improve student outcomes. While there are pockets of success-11 schools rated Excellent or Effective district-wide-75% of the schools in the district are failing (rated Academic Watch or Academic Emergency). In addition, graduation rates remain unacceptably low (54% for the SY 2008-09), and many of the district's students who do graduate are unprepared for college (average ACT score of 16 district-wide). The need for improvement in student achievement is unmistakable and the Academic Transformation Plan aims to make dramatic changes. The plan strives to rate 100% of all schools as Continuous Improvement or better on the state report card, with at least 50% of all schools rated Effective or Excellent by 2015. Reaching such goals will require step-change improvements in reading and math performance by all of our students. To reach these ambitious goals, the plan categorizes schools, based on a rigorous set of criteria, into support categories that reflect their level of need. These categories match closely to the School Improvement guidelines outlined to improve student performance. Growth and Monitor schools are the district's highest performing schools academically that will receive additional school-level autonomy, as well as additional opportunity and resources to continue to improve school performance. Refocus schools are the district's schools that are showing signs of progress, but whose need for dramatic academic improvement remains. The strategies at these schools match closely to the transformation designation laid out in the SIG grant guidelines. Repurpose schools are the district's schools that have been consistently struggling academically. These schools require more dramatic action, closely aligned with the Turnaround designation laid out in the SIG grant guidelines. Closed schools are the district's facilities that will close, with students transitioning to another school. In total 16 schools buildings, including 3 Tier I schools, will close effective the end of the SY 2009-10 . In addition to the school-level strategies, Academic Transformation includes district-wide reforms that are necessary to enable improvements in student achievement. The district-wide reforms include academic and operational policy changes as well as improved organizational alignment and structure. These reforms are explained in detail in the body of the grant proposal. Both the school-level and district-wide reforms of the Transformation Plan will be coordinated by the Transformation Management Office, whose primary responsibility is to ensure that implementation is well-coordinated and delivered at a high level of quality and in a way that will positively impact Cleveland's students. The funds that the CMSD is seeking are to support Tier I and Tier III schools in the school level strategies that are aimed at improving student achievement. The remainder of the grant application will detail the efforts planned for these schools.

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 Diana T. Ehlert Deputy Chief of State, Federal, Foundation Programming and Special Education Cleveland Metropolitan School District 1380 East 6th Street- Room 600N 216-574-2155 Diana.T.Ehlert@cmsdnet.net April 26, 2010

SI Building Overview

Cleveland Municipal (043786) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

There are **92** 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
001248	Audubon	Tier I	SI 6 D	0	0.00	0.00	0.00	☐	☐	None
005637	Stokes Academy	Tier I	SI 7	501	562,000.00	562,000.00	562,000.00	☐	☐	Transformatic
Student academic performance 2 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey results 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
006940	Collinwood	Tier I	OK	810	1,458,000.00	1,458,000.00	1,458,000.00	☐	☑	Turnaround
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
009480	East	Tier I	SI 7	0	0.00	0.00	0.00	☐	☐	None
009555	East Technical	Tier I	OK	749	1,458,000.00	1,458,000.00	1,458,000.00	☐	☑	Turnaround
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
021543	Franklin D. Roosevelt	Tier I	OK	519	890,000.00	890,000.00	890,000.00	☐	☑	Turnaround
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsion 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
013680	Glenville	Tier I	OK	907	1,458,000.00	1,458,000.00	1,458,000.00	☐	☑	Turnaround
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
018382	John F Kennedy	Tier I	OK	867	1,458,000.00	1,458,000.00	1,458,000.00	☐	☑	Turnaround
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
062315	Lincoln-West	Tier I	OK	1506	1,458,000.00	1,458,000.00	1,458,000.00	☐	☑	Turnaround
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state										

attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
062760	Luis Munoz Marin	Tier I	SI 8	754	562,000.00	562,000.00	562,000.00	☐	☐	Transformatic
Student academic performance 2 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey results 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
093153	Martin Luther King Jr	Tier I	SI 6	238	685,000.00	685,000.00	685,000.00	☐	☐	Transformatic
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
023069	Mary B Martin	Tier I	OK	343	890,000.00	890,000.00	890,000.00	☐	☑	Turnaround
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsion 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
026450	Option Complex	Tier I	SI 7	228	685,000.00	685,000.00	685,000.00	☐	☐	Transformatic
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
029371	Patrick Henry	Tier I	SI 7	331	562,000.00	562,000.00	562,000.00	☐	☐	Transformatic
Student academic performance 2 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey results 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
035071	South	Tier I	SI 7	0	0.00	0.00	0.00	☐	☐	None
042002	Woodland Hills	Tier I	OK	303	890,000.00	890,000.00	890,000.00	☐	☑	Turnaround
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsion 5) # of serious safety incidents per 100 students 6) Frequency of building-level PD										
000224	Adlai Stevenson	Tier III	SI 4	273	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
000026	Albert B Hart	Tier III	SI 9	0	0.00	0.00	0.00	☐	☐	None
000299	Alexander Graham Bell	Tier III	SI 3	373	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
000489	Almira	Tier III	SI 5	380	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
000729	Andrew J Rickoff	Tier III	SI 7 D	567	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
000828	Anton Grdina	Tier III	SI 4	511	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
001040	Artemus Ward	Tier III	SI 2	521	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
002378	Benjamin Franklin	Tier III	SI 3 D	658	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
003137	Bolton	Tier III	SI 2	329	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
003772	Brooklawn	Tier III	SI 5	0	0.00	0.00	0.00	☐	☐	None
067918	Buckeye - Woodland	Tier III	SI 4	247	645,000.00	645,000.00	645,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate										
004234	Buhrer	Tier III	SI 6 D	326	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										

004820	Captain Arthur Roth	Tier III	SI 2	276	645,000.00	645,000.00	645,000.00			SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
004895	Carl F Shuler	Tier III	SI 6	458	455,000.00	455,000.00	455,000.00			SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
005066	Case	Tier III	SI 4	369	327,000.00	327,000.00	327,000.00			SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
005892	Charles A Mooney	Tier III	SI 6	565	87,000.00	87,000.00	87,000.00			SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
005900	Charles Dickens	Tier III	SI 6	301	645,000.00	645,000.00	645,000.00			SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
005942	Charles W Eliot	Tier III	SI 6	321	327,000.00	327,000.00	327,000.00			SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
006353	Clara E Westropp	Tier III	SI 4	547	87,000.00	87,000.00	87,000.00			SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
006429	Clark	Tier III	SI 3 D	578	87,000.00	87,000.00	87,000.00			SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
008060	Daniel Morgan	Tier III	SI 4	382	87,000.00	87,000.00	87,000.00			SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
008383	Denison	Tier III	SI 3	740	87,000.00	87,000.00	87,000.00			SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
008987	East Clark	Tier III	SI 4	445	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
010561	Emile B Desauze	Tier III	SI 2	295	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
010587	Empire Computech	Tier III	SI 4	0	0.00	0.00	0.00	☐	☐	None
011940	Forest Hill Parkway	Tier III	SI 2	0	0.00	0.00	0.00	☐	☐	None
012682	Fullerton	Tier III	SI 5	366	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
025874	Genesis	Tier III	SI 7	228	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
013292	George Washington Carver	Tier III	SI 4	461	645,000.00	645,000.00	645,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
062737	Giddings	Tier III	SI 4	294	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
013979	Gracemount	Tier III	SI 4	0	0.00	0.00	0.00	☐	☐	None
013847	H Barbara Booker	Tier III	SI 4	446	645,000.00	645,000.00	645,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
015073	Hannah Gibbons	Tier III	SI 4	252	645,000.00	645,000.00	645,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
015578	Harvey Rice	Tier III	SI 4	348	645,000.00	645,000.00	645,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
015925	Henry W Longfellow	Tier III	SI 3	0	0.00	0.00	0.00	☐	☐	None
017467	Iowa-Maple	Tier III	SI 4	336	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
017830	James Ford Rhodes	Tier III	SI 6	1214	455,000.00	455,000.00	455,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
017863	Jane Addams Business Careers	Tier III	SI 2	414	455,000.00	455,000.00	455,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
018325	John Adams	Tier III	SI 3	1069	968,000.00	968,000.00	968,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
018358	John D Rockefeller	Tier III	SI 4	0	0.00	0.00	0.00	☐	☐	None
018416	John Marshall	Tier III	SI 7	1616	455,000.00	455,000.00	455,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track										

to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
018432	John W Raper	Tier III	SI 2	0	0.00	0.00	0.00	☐	☐	None
018556	Joseph F Landis	Tier III	SI 4	0	0.00	0.00	0.00	☐	☐	None
062778	Joseph M Gallagher	Tier III	SI 9	759	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
021527	Louis Agassiz	Tier III	SI 4	347	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
065565	Marion C Seltzer	Tier III	SI 3 D	572	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
065573	Marion-Sterling	Tier III	SI 4	527	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
023085	Mary M Bethune	Tier III	SI 4	364	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
023259	Max S Hayes	Tier III	SI 5	566	455,000.00	455,000.00	455,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OGT for grades 9-10 2) Quarterly assessment scores 3) Performance index 4) OH report card rating 5) 9th graders on track to graduate 6) NWEA MAP reading assessment for grades 9 and 10 7) % of students accepted to 2 or 4 year higher-education institutions Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
023689	McKinley	Tier III	SI 4	292	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										

008680	Memorial Year Round	Tier III	SI 3	504	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students

024703	Michael R. White	Tier III	SI 2	333	645,000.00	645,000.00	645,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students

024695	Miles Park	Tier III	SI 3	526	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students

024687	Miles	Tier III	SI 5	346	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students

025650	Mound	Tier III	SI 4	240	645,000.00	645,000.00	645,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students

026443	Nathan Hale	Tier III	SI 9	306	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students

028589	Oliver H Perry	Tier III	SI 2	408	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies

1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students

028720	Orchard School Of Science	Tier III	SI 3 D	395	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students

029413	Paul L Dunbar	Tier III	SI 3	382	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of

suspensions and expulsions 5) # of serious safety incidents per 100 students										
029421	Paul Revere	Tier III	SI 5	406	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
031963	Riverside	Tier III	SI 2	524	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
032052	Robert Fulton	Tier III	SI 4	0	0.00	0.00	0.00	☐	☐	None
032060	Robert H Jamison	Tier III	SI 6	471	645,000.00	645,000.00	645,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
032128	Robinson G Jones	Tier III	SI 2 D	382	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
033902	Scranton	Tier III	SI 3 D	461	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
147389	SuccessTech Academy	Tier III	SI 1 D	262	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
036475	Sunbeam	Tier III	SI 3	203	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
037457	Tremont	Tier III	SI 2	560	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
037747	Union	Tier III	SI 5	266	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies

Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
038927	Wade Park	Tier III	SI 4	417	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
039149	Walton	Tier III	SI 5	552	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
039206	Warner	Tier III	SI 1 D	271	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
039875	Watterson -Lake	Tier III	SI 1 D	480	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
039891	Waverly	Tier III	SI 4 D	499	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
041236	Wilbur Wright	Tier III	SI 7	633	327,000.00	327,000.00	327,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										
041517	Willow	Tier III	SI 4	213	87,000.00	87,000.00	87,000.00	☐	☐	SI Strategies
Student academic performance 1) Absolute math and reading assessment scores on the OAA for grades 3-8 2) NWEA MAP reading assessment for grades 2 3) Quarterly assessment scores 4) Value-added rating 5) Performance index 6) OH report card rating Conditions for learning 1) Student attendance rates (based on state attendance indicator) 2) Conditions for learning survey 3) Staff PD attendance rate 4) # of suspensions and expulsions 5) # of serious safety incidents per 100 students										

Plan Relationships

Cleveland Municipal (043786) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (61)

Go To

Related Goals

G 2) High Academic Achievement in Core Subjects

Description:

By 2013 to 2014, all students will reach high standards, at a minimum attaining proficiency or better in core subjects. All students includes both public and non-public students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted students, pre-school and homeless students.

Performance Measure:

1.1 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, gifted and homeless), who are at or above the proficient level in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$54,526,580	$49,499,634
Neglected, Title I		$238,821	$191,754
Delinquent, Title I-D		$318,994	$281,014
School Improvement Sub A, Title I		$4,500,000	$3,525,000
Improving Teacher Quality, Title II-A		$8,735,426	$8,641,074
Technology, Title II-D (Formula)		$487,288	$170,020
LEP, Title III		$361,548	$362,749
Safe and Drug-Free Schools (SDFSC), Title IV-A		$529,253	$00
Innovative Programs, Title V		$2,075	$00
Special Education, Part B-IDEA		$16,041,522	$15,695,869
Early Childhood Spec Education, IDEA		$311,161	$323,814
Consolidated Total:		**$86,052,668**	**$78,690,928**
21st Century			
21st Century		$00	$1,000,000
21st Century Total:		**$00**	**$1,000,000**
Alternative Education Challenge			
Alternative Education Challenge		$531,716	$305,178
Alternative Education Challenge Total:		**$531,716**	**$305,178**
McKinney-Vento Homeless Assistance Program			
McKinney-Vento Homeless Assistance Program		$634,765	$634,765
McKinney-Vento Homeless Assistance Program Total:		**$634,765**	**$634,765**

Early Childhood Education (Entitlement)		
Early Childhood Education	$136,000	$136,000
Early Childhood Education (Entitlement) Total:	**$136,000**	**$136,000**
Learn & Serve America		
Learn & Serve America	$3,000	$15,000
Learn & Serve America Total:	**$3,000**	**$15,000**
Early Childhood Education (Public Preschool)		
Early Childhood Education (Public Preschool)	$00	$136,000
Early Childhood Education (Public Preschool) Total:	**$00**	**$136,000**
Title II-D (Competitive)		
Title II-D (Competitive)	$00	$67,200
Title II-D (Competitive) Total:	**$00**	**$67,200**
The American Recovery and Reinvestment Act (ARRA)		
ARRA Title I	$41,004,077	$35,971,502
ARRA Neglected, Title I	$179,983	$165,746
ARRA Delinquent, Title I	$206,649	$130,119
ARRA School Improvement, Title I	$00	$5,520,000
ARRA McKinney-Vento Homeless Assistance Program	$262,265	$128,722
ARRA Special Education, Part B-IDEA	$18,083,405	$14,572,522
ARRA Early Childhood Spec Education, IDEA	$521,923	$189,183
The American Recovery and Reinvestment Act (ARRA) Total:	**$60,258,302**	**$56,677,794**
School Improvement Competitive 1003 (g)		
School Improvement Competitive 1003 (g)	$00	$30,481,000
School Improvement Competitive 1003 (g) Total:	**$00**	**$30,481,000**
Grand Total:	**$147,616,451**	**$168,143,865**

S 2.1) Effective Use of Technology to meet or exceed state academic content standards to ensure all populations (special needs students, students with limited English proficiency, and gifted students) equitable access to the equipment and activities.

Description:

To implement and support a comprehensive program that effectively uses technology to help students in all of the subgroups meet or exceed the state academic content standards adopted by the State Board of Education. Teachers will integrate Ohio State Technology Standards into classroom curricular activities aligned to academic content standards thus insuring that students will achieve technological literacy as well as mastering content standards. Use technology-based instruction to impact the quality, content and structure of teaching and learning in a school that is focused on results. Provide every student hands on learning opportunities and develop technological skills that are aligned to the academic content standards. Expand the use of web-based software and focused supplemental supports as an intervention for at risk students. Tutoring and independent learning will be offered as children are assigned extra remedial help or additional independent practice time in reading.

S 2.2) Acquire technology skills to thrive in a high-tech society

Description:

To implement and support a comprehensive program that affords students the opportunity to acquire the technology skills necessary to thrive in a high-tech society and ensures that students are technology literate by the end of eighth grade. Use technology-based instruction to impact the quality, content and structure of teaching and learning in a school that is focused on results. Provide every student hands on

learning opportunities and develop technological skills that are aligned to the academic content standards.

S 2.3) Integration of technology resources to establish research-based instructional methods as best practices

Description:

To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies. Teachers will integrate Ohio State Technology Standards into classroom curricular activities aligned to academic content standards thus insuring that students will achieve technological literacy as well as mastering content standards. Administrators and teachers will participate in ongoing high quality professional development that stresses improvement in student achievement. Professional development will include a variety of options to support teaching and learning strategies such as the use of web-based tools, online courses, and District created workshops that result in improved student performance. Through the use of web informational tools, teachers and administrators will be able to use data information tools, find student achievement records, create standard based lesson plans and create individualized learning plans that identify students strengths and weaknesses.

S 2.4) Technology That Impacts Teaching and Learning

Description:

Provide administrators, teachers, and instructional staff with training on the use of technology to impact the quality, content, and structure of teaching and learning that is focused on results.

S 2.5) Provide high quality enrichment services that addresses the total student (academic, health, and social needs)

Description:

Students will work with teachers, community members and other staff in after school programs. The programs will include but are not limited to the use of technology, web resources, team building and tutoring, .

S 2.6) Support services through Project ACT to meet the needs of students and empower parents.

Description:

Project ACT provides direct instructional and support services to children and youth residing in temporary emergency and transitional shelters and homeless students doubled-up living with family or friends but not contributing to the finances of the household. A comprehensive, holistic approach is used to deliver direct instructional and support services necessary to facilitate the homeless students transition into school and to ensure the students success and ongoing participation in the educational system.

S 2.7) Professional Development - Improve Student Performance

Description:

School Staff will attend professional development sessions to learn how to analyze the data from District, Statewide and Classroom assessments The staff will then use web based application tools to provide differentiated instruction for all students in the school.

S 2.8) Systems of Intervention and Special Education

Description:

The SST will provide HQPD and technical assistance for selective collaborative teaching teams providing instruction in content-area subjects to students with or without disabilities.

S 2.9) Academic and Behavioral Supports

Description:

School-wide positive behavioral support

S 2.10) Prevention/Intervention Model

Description:

Support for R.T.I.

S 2.11) Provide early intervention and support with a rigorous early childhood curriculum.

Description:

With ongoing high quality professional development, teachers will be able to deliver the needed early intervention and rigorous early childhood curriculum.

S 2.12) Public Preschool Early Parent Education

Description:

Preschool teachers will provide the support and additional information to parents so that they will be able to work with their child at home to increase academic achievement.

S 2.13) Successful transition to Kindergarten

Description:

Teachers, administrators and other community agencies will collaborate together with the parents to provide the needed support and resources so that the parent's child will have a strong positive beginning entering Kindergarten.

S 2.14) Content Area expertise and class size reduction

Description:

Hire highly qualified teachers in order to reduce class sizes and help improve student achievement in all high proverty buildings. These teachers will receive intensive high quality professional development throughout the school year.

S 2.15) District Improvement

Description:

Continued implementation of the District Corrective Action plan will continue. Data driven discussions using the decision framework process, action plans, and strategies will be essential in making AYP. Ongoing monitoring of student progress along with implementation of the Ohio Improvement Process - (OIP) by partnering with the regional SST 3 for the district.

S 2.16) High quality instruction

Description:

The supplemental use of federal funds will help to support the high quality instruction in the classroom for the core subject areas.

S 2.17) Prevention and Intervention in the core academic subjects.

Description:

Provide tutoring and other focused supplemental resources and supports for students struggling in math, language arts/reading, science and social studies.

S 2.18) Parent Engagement to increase student achievement

Description:

Federal funds will help to supplement the work of the Family And Community Engagement (FACE) dept to provide strategies and support to the district's parents in understanding the district's Scope and Sequence so that our parents will be able to help their children in academic achievement.

S 2.19) Academic progress and attainment of English proficiency

Description:

All limited English students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and math.

Related District/Agency Plan Action Steps

G 2) High Academic Achievement in Core Subjects

S 2.17) Prevention and Intervention in the core academic subjects.

AS 2.17.2) Prevention and Intervention in the core academic subjects

Description:

CMSD is utilizing SIG funds (along with other funding sources) to support Tier I and Tier III K-12 identified buildings through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 2) High Academic Achievement in Core Subjects

S 2.7) Professional Development - Improve Student Performance

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Carl & Louis Stokes Central Academy)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance HS (Collinwood High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance HS (East Technical High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Franklin D. Roosevelt)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance HS (Glenville High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance HS (John F Kennedy High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance HS (Lincoln-West High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Luis Munoz Marin School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance HS (Martin Luther King Jr Career Campus)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Mary B Martin School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.2) Professional Development - Improve Student Performance HS (Option Complex)

Description:

CMSD is seeking SIG funds to support Tier I High Schools in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Patrick Henry School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Professional Development - Improve Student Performance K-8 (Woodland Hills School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s in CMSD's ATP through extended/enhanced building-level and start-of-school professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices. In addition to this customized support throughout the year, we plan to offer enhanced start-of-school and district-wide school year professional development based on our ATP tenets -including but not limited to, rigorous thematic inquiry and project-based instruction, formative assessment practices, higher-order thinking, student engagement driven by relevant connections/experiences to academic material, integration of technology and 21st century soft skills, implementation of research-based best practices, reflection/assessment of data as available, and reflection/assessment of instruction practices and its impact on student outcomes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.9) Academic and Behavioral Supports

AS 2.9.1) Academic and Behavioral Supports cat-1 (Carl & Louis Stokes Central Academy)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-4 (Collinwood High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-4 (East Technical High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as

both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-4 (Glenville High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-4 (John F Kennedy High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-4 (Lincoln-West High School)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Repurpose in CMSD's ATP through implementation of several new curriculum and instruction models including: 9 th Grade Academies, New Tech and Facing History. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Facing History schools provide an interdisciplinary approach that links history, literature and ethics. They also encourage project-based learning, focus on experiential learning and strive to create a culture of engagement. The model has been shown to increase student analytic skills and engagement-level with academic content. Furthermore, we plan to support these schools through small school Principal/leader to guide each model, extended teacher advisory/team planning periods, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The small school model will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-1 (Luis Munoz Marin School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-2 (Martin Luther King Jr Career Campus)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-3 (Mary B Martin School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, STEM schools provide a rigorous, comprehensive education with a focus on mathematics and science with an infusion of technology and engineering. Students at STEM schools participate in group culminating projects to demonstrate and apply learned concepts, have access to highly-focused academic and career counseling to help facilitate transition to higher education and careers in science, technology, engineering and mathematics, and participate in an environment of intellectual and technical exchange with local business and industry leaders/mentors. Furthermore, we plan to support these schools through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.2) Academic and Behavioral Supports cat-2 (Option Complex)

Description:

CMSD is seeking SIG funds to support Tier I High Schools identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a full-time math and full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day

tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-1 (Patrick Henry School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Academic and Behavioral Supports cat-3 (Woodland Hills School)

Description:

CMSD is seeking SIG funds to support Tier I K-8s identified as Refocus in CMSD's ATP through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, STEM schools provide a rigorous, comprehensive education with a focus on mathematics and science with an infusion of technology and engineering. Students at STEM schools participate in group culminating projects to demonstrate and apply learned concepts, have access to highly-focused academic and career counseling to help facilitate transition to higher education and careers in science, technology, engineering and mathematics, and participate in an environment of intellectual and technical exchange with local business and industry leaders/mentors. Furthermore, we plan to support these schools through a second Principal/leader, a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The second school Principal/leader will allow administrators to spend more team serving as instructional leaders observing, helping and coaching teachers in classrooms. It will also provide increased opportunity for the school leaders to attend intensive training and professional development sessions focused on the skills necessary to serve as both a sound instructional and operational leader. CMSD plans to work with an outside vendor, such as our current partner the University of Virginia, to deliver this rigorous training that will cover a myriad of topics from budgeting to coaching teachers for success. Concurrently, we are revamping our evaluation model and developing a staff achievement incentive award to encourage our teachers to give their best to our students and consistently drive toward increased student achievement. We are also putting together building-level staff hiring teams to lead the hiring effort, and ensure all staff understand and subscribe to the school's vision. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.17) Prevention and Intervention in the core academic subjects.

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Adlai Stevenson School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Alexander Graham Bell)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Almira)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Andrew J Rickoff)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects

of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Anton Grdina)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Artemus Ward)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Benjamin Franklin)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Professional Development - Improve Student Performance cat-9 (Bolton)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through extended and enhanced building-level professional development. Through building-based curriculum coaches, CMSD seeks to offer targeted professional development at various levels -individual teacher, grade-level, subject area and whole school. This responsive, on-the-ground support will allow CMSD to respond real time to student needs by providing tailored strategies to staff. Programming will particularly focus on math and reading instruction best-practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-5 (Buckeye-Woodland School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Buhrer)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-5 (Captain Arthur Roth)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-8 (Carl F Shuler)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Case)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Charles A Mooney School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-5 (Charles Dickens School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-7 (Charles W Eliot School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Clara E Westropp School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Clark School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Daniel E Morgan School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Denison)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (East Clark)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Emile B Desauze Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Fullerton School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (George Washington Carver)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from

community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Giddings)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.4) Prevention and Intervention in the core academic subjects cat-5 (H Barbara Booker Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Hannah Gibbons-Nottingham Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Harvey Rice Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Iowa-Maple Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-8 (James Ford Rhodes High School)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-8 (Jane Addams Business Careers High School)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects John Adams (John Adams High School)

Description:

CMSD is seeking SIG funds to support John Adams High School, a Tier III High School identified as Repurpose in CMSD's ATP, through implementation of two new curriculum models - a 9th Grade Academy using the John Hopkins University Talent Development Model and a College Board AP Academy. Both of these models subtend teaching and learning differences that will better position our students for success. For example, in 9th Grade Academies students will: Participate as part of a core student group served by a common teacher cadre, engage in interdisciplinary projects, collaborate frequently with other students through project-based learning, participate in Summer Bridge Academy and receive mentors to help with high school transition, among a host of other substantial changes. Additionally, we will install a supplementary curriculum coach so that John Adams has a full-time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster the school with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-8 (John Marshall High School)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Joseph M Gallagher School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Kenneth W Clement)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Louis Agassiz School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time

literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Marion C Seltzer Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Marion-Sterling Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Mary M Bethune)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-8 (Max S Hayes High School)

Description:

CMSD is seeking SIG funds to support Tier III High Schools identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a full- time math and a full-time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (McKinley School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Memorial School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Michael R. White)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from

community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Miles Park School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Miles School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Mound Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so

each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Nathan Hale School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Oliver H Perry Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Orchard School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Paul L Dunbar Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Paul Revere Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Riverside School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-5 (Robert H Jamison School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Repurpose in CMSD's ATP, through implementation of several new curriculum and instruction models including: STEM, Community Wrap

Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Robinson G Jones Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Scranton School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (SuccessTech Academy School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Sunbeam)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.5) Prevention and Intervention in the core academic subjects cat-9 (Tremont Montessori School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Union Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Wade Park)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Walton School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Warner Girls Leadership Academy)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.2) Prevention and Intervention in the core academic subjects cat-9 (Watterson-Lake School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Waverly Elementary School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-7 (Wilbur Wright School)

Description:

CMSD is seeking SIG funds to support Tier III K-8s identified as Refocus in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster our schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.17.3) Prevention and Intervention in the core academic subjects cat-9 (Willow School)

Description:

CMSD is seeking SIG funds to support Tier III schools identified as Growth or Monitor in CMSD's ATP through a supplementary curriculum coach so that each school has a half time math and half time literacy coach. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Contacts

Cleveland Municipal (043786) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Contacts

Funding Application Contact

Ehlert, Diana

Substantially Approved Dates

Cleveland Municipal (043786) - Cuyahoga County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
School Improvement Competitive 1003 (g)	Tuesday, August 10, 2010

Assurances

Cleveland Municipal (043786) - 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.