History Log

Columbus City School District (043802) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

There are **9** status/comments. Displaying page: **1** of **1**

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/20/2010 8:35:29 AM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	8/13/2010 9:42:15 AM	Harris, Gene	Status changed to 'Authorized Representative Approved'.	S
	8/12/2010 3:42:11 PM	Rucker, Penny	Status changed to 'Fiscal Representative Approved'.	S
	8/10/2010 10:50:15 AM	Addison, Terrance	Status changed to 'Revision Completed'.	S
	7/23/2010 1:57:56 PM	Harper, Kathy	Status changed to 'Consultant Returned Not Approved'.	S
	7/21/2010 3:28:42 PM	Harris, Gene	Status changed to 'Authorized Representative Approved'.	S
	7/19/2010 1:53:32 PM	Rucker, Penny	Status changed to 'Fiscal Representative Approved'.	S
	7/19/2010 11:47:58 AM	Dannemiller, Jill	Status changed to 'Revision Completed'.	S
	7/1/2010 12:30:13 AM	System	Status changed to 'Revision Started'.	S

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Columbus City School District (043802) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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Allocations

Columbus City School District (043802) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Allocations

	(1)	SIGC	Total
Original	7,366,787.00		7,366,787.00
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	7,366,787.00		7,366,787.00

Budget

Columbus City School District (043802) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (5)

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	2,080,215.00	616,000.00	329,551.00	469,051.00	60,000.00	0.00	3,554,817.00
Support Services	892,511.00	317,150.00	123,000.00	0.00	0.00	0.00	1,332,661.00
Prof Development	1,129,800.00	296,940.00	247,000.00	49,850.00	0.00	0.00	1,723,590.00
Family/Community	127,201.00	51,750.00	17,400.00	50,000.00	0.00	0.00	246,351.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	150,026.05	0.00	0.00	0.00	150,026.05
Indirect Cost						119,341.95	119,341.95
Governance/Admin	180,000.00	60,000.00	0.00	0.00	0.00	0.00	240,000.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	4,409,727.00	1,341,840.00	866,977.05	568,901.00	60,000.00	119,341.95	7,366,787.00
						Adjusted Allocation	7,366,787.00
						Remaining	0.00

Application

Columbus City School District (043802) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (5)

Needs Assessment

29436 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).

The Columbus City School district fully supports this grant proposal, called the 100% Project, and affirms that the expectations are in line with the current Ohio Improvement Process (OIP) targeting student achievement in reading and math, discipline improvement, and data analysis. Lead persons are identified for each program (e.g. SIG) to ensure continuity and ease in partnering in the planning process (e.g. SIG leads are a part of the district OIP and CCIP teams). CCS supported the 100% Project planning through release time, subs, and special considerations for staffing since Dec. 2009. The Tier I and II schools will use the Transformation model and implement the strategies that are both required by the grant and aligned to their All School Improvement Plans (ASIP), the OIP, and CCIP goals. The Tier III schools will implement instructional coaching, Professional Learning Communities, or address non-academic barriers based on their needs assmt and ASIP strategies. Part of each school's ASIP includes a needs assessment, root cause analysis, & aligned imprvmnt strategies. The SIG will be monitored through the ASIP, the IM/M tool, and Dir. of Schl. Reform. Prior to the start of each school year, the District Leadership Team, Curriculum Directors, and School Leadership Teams reviewed the results of the most recent Ohio Achievement and Graduation Tests. Analysis teams were grouped by content area. Each content group had a senior staff member or administrator that accessed online test data, attendance, discipline, and graduation information. Using this data, each district or school level team was able to identify the most substantial areas in need of improvement, which resulted in a 112 page report presented to the Board of Education with analysis and action plans for each content area. Armed with the information from the OAT/OGT, addtl quantitative & qualitative data is obtained to get a complete picture of strengths and weaknesses at each schl. This data comes from discussions with teachers, classroom visits, student work, DIBELS, TRC and district quarterly assessment results. Root cause analysis revealed some common issues across the district which include high levels of student mobility (based on 08-09 data, 20% of students were in the district for less than a year and 22% of students were in their buildings for less than a year), high counts of discipline incidences in grades 6 through 9, approx 38% of kindergarten students were at the intervention level based on the most recent K-RAL results, and lack of fidelity of implementation of the curriculum. Additionally, achievement gaps exist in several areas: 1) math and reading performance (a 12 % point reading and 17 % point math perf. gap b/t white and non-white students); 2) discipline referrals (Non-white students suspension rates are twice that of white students. Expulsion rates show a 3-1 ratio; 3) enrollment in rigorous coursework, including A.P. courses (Non-white student enrollment is 58% in AP classes in a district where non-white students are 72% of the population); and 4) There is a 22 % pt gap b/t white and non-white students' passage rates on AP exams. The district's primary strategies to addresses these issues have included focusing on high standards, creating a challenging curriculum aligned to these standards, and providing highly qualified teachers in its classrooms. It also intentionally housed many of its programs and resources in high poverty schools & provided supports for failing students (tutoring, mentoring, social service support). Over time, these efforts have paid off. The district has risen from academic emergency to continuous improvement over the last seven years. The grad. rate has risen from 55% to 73.9% during this time and approx 70% of schools with a value-added metric are either meeting or exceeding the state standard for growth. The SIG funds will allow these improvements to accelerate in all served Tier I, II, and III schools.

Capacity To Implement

Design and implement interventions consistent with the final requirements:

The staff and administration at CCS is committed to successfully utilizing the School Improvement grant to dramatically improve the teaching and learning in each eligible school. After careful analysis of the District's Tier I, II, and III schools, a determination was made that the district has the human capital, including professional development staff, curriculum staff, data analysts, budget office, and dedicated support staff with the expertise to adequately support the Transformation model in the 7 Tier I and II schools, as well as appropriate school improvement strategies tailored to meet the needs of the Tier III schools. The School Leadership Teams (SLT) met regularly and worked diligently writing the plans to implement the reforms in their buildings. The school teams, as well as the district administration, are committed and excited to successfully put into action the plan for the project. CCS has a history of successfully managing large federal and state grants over the past ten years, including nine 21st Century grants, three Teaching American history grants, two Physical Education for Progress grants, three Emergency Response Crisis Management grants, and two Teacher Quality Enhancement grants to name some. Most recently, CCS and its partner, The Columbus Educational Association, was one of 2 districts awarded a Closing the Achievement Gap grant from the National Education Association. This grant will focus efforts on two feeder patterns within CCS to close achievement gaps between white and minority students. Furthermore, CCS has successfully implemented the School Improvement Grant since 2007-08 in partnership with the Educational Service Center of Central Ohio (ESCCO). This year, CCS and ESCCO entered into year 3 of a three year contract to bring instructional coaches into all school improvement grant eligible schools. Due to the successful implementation of the school improvement coaches and other district initiatives, 4 schools moved to "ok" status and 9 schools met AYP and moved into "delay" status, and the district remained in "Continuous Improvement" in the 2009-10 school year. All of these grants received management support from CCS's budget, evaluation, curriculum, and operations infrastructure. The School Improvement Grants will continue to receive the same services and support from the district. All school and appropriate district resources will be coordinated by a fully dedicated 100% Project manager to support the SIG implementation at the eligible schools. CCS will implement all of the SIG requirements and will be ready for program visits, audits, or federal reviews.

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

CCS follows district purchasing guidelines, CCS Board of Education policies, and any applicable state and federal laws. For any project expected to exceed $20,000 in services from a single vendor, the district will issue a Request for Proposal (RFP) and follow the public notification requirements established by the board which align with industry best practices. The responses to the RFP are scored based on a rubric and reviewed by several parties to ensure maximum fairness in awarding the project. Standard RFPs include citations of evidence of past successful implementation of similar projects, letters of reference, research-based solutions, and alignment with the State of Ohio Academic Content Standards. Reasonable and timely steps to recruit and screen providers to be in place by the beginning of the

2010-2011 school year include, but are not limited to: * Analyzing the school's academic and operational needs. * Researching and prioritizing the external providers available to serve the school. * Consider and analyze the external provider market. * Contact other schools currently or formerly engaged with the external provider regarding their experience. * Engaging parents and community members to assist in the selection process. * The selection process includes vendors doing presentations or demonstrations on-site, when applicable. * Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the school. Detailed and relevant criteria for selecting external providers that take into account the specific needs of the schools to be served by external providers. These criteria may include, but are not limited to: * A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners. * Alignment between external provider services and existing school services. * Willingness to be held accountable to high performance standards. * Capacity to serve the identified school and its selected intervention model. CCS is not required to award to the lowest bidder but rather the bidder that gives the best response to the proposal.

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

CCS leadership is willing to modify practices within the established Board Policies, State Operating Standards, and existing negotiated agreement with the CEA. The main mechanism in the district for modifying practices and policies at the school level is called the Reform Panel. The Reform Panel was developed jointly by the Columbus Education Association and the Columbus City School District to address the need to allow changes in the Master Agreement between periodic rounds of negotiations. The Reform Panel is co-chaired by the Association President, or designee, and the Superintendent, or designee, and an equal number of teacher representatives and administration representatives. The Reform Panel facilitates the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the District, (b) requests for variances from the current contract that are submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations made by committees created by the panel. The panel operates as a joint committee with the district management and the CEA. In addition, the SIG plans include hiring a district level administrator, the Director of School Reform, to act as an advocate and monitor for the schools implementing the grant. The Director of the School Reform will be called upon to provide services that include but are not necessarily limited to the following areas: -Direct and oversee research of existing reform efforts to build a knowledge base of best practices -Direct and oversee the implementation of promising education reform programs and school improvement programs that rely on scientifically based research -Manage and develop a specialized curriculum focus for a theme-based schools to meet the education needs of all students, including those at-risk -Direct and oversee the development of a communications plan for internal and external audiences regarding curriculum focus of school, planned educational program, and related extra-curricular activities -Direct and oversee the development and implementation of plans to recruit and retain students -Provide training opportunities to personnel at the assigned school -Interview and select qualified personnel to be recommended for employment -Manage and administer personnel development through training, in-service and other developmental activities to create strong sense of purpose for staff team -Communicate, through the proper channels, to keep the leadership informed of impending problems or events of unusual nature -Use effective interpersonal communication skills -Ensure compliance with grant regulations and assist in preparations for any federal, state, or local program reviews or audits -Perform other incidental tasks consistent with the goals and objectives of this position

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

Not applicable - CCS will serve all Tier I and II schools.

Stakeholder Involvement/Collaboration

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

Columbus City Schools enjoys a wide array of local corporate and foundation support. Over 200 businesses and civic groups partner with schools through the district's Partners in Education program. These partners are dedicated to improving student academic achievement in Columbus City Schools. Partnerships range from one-on-one tutoring to mentoring, from school-to-career programs, to in-kind services. These external resources have built a broad constituency in support of solving district issues. The following are some of our partnerships that will enhance the implementation of the School Improvement Grant. Columbus City Schools, Big Brothers Big Sisters of Central Ohio, and Nationwide Insurance partnered to launch Project Mentor, a program that aims to increase the school district's graduation rate to 90 percent by 2012. The partnership is now focused on improving student/school performance and mutual accountability. Project Mentor is in each CCS middle and high school. In addition, Nationwide Insurance, Kidpoint (a non-profit led by former OSU College of Education Dean David Andrews), and the Educational Service Center of Central Ohio will continue to improve the web-based All School Improvement Plan (ASIP) to facilitate school level needs assessments, goal setting, and reform strategies aligned to district goals. The Ohio STEM Learning Network (OLSN), Battelle, and the Bill and Melinda Gates Foundation have all supported CCS schools with grants or professional development to build the capacity of our STEM teaching staff. Chase Bank and the OSU Schoenbaum Family Center support CCS efforts to improve early childhood development in the Weinland Park area. Scholastic, Inc has partnered with the district to provide literacy coaching services for all middle school reading tutors to ensure Read180 (the selected reading intervention for middle and high schools eligible for SIG) is implemented with fidelity. Literacy is a major component of each school's reform agenda and CCS will continue to build on our existing relationship with Scholastic to continue improving reading and comprehension through Read180 in the district. CCS plans to continue working with the State Support Team at the ESC as we progress through the Ohio Improvement Process. We will also utilize Parent Consultants in each school and Parent-Teacher Organizations to extend school reform into the community. By training our parents, we ensure that our parents are capable of supporting our students at home.

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 goals of the district's School Improvement Grant have been carefully aligned with the Columbus City School (CCS) Board's adopted Ends Policies, district leadership team goals, and All School Improvement Plans (ASIP). This alignment has been achieved through the joint planning of a representative team from district leadership, school administrators, teacher leaders, the Columbus Education Association, Nationwide Insurance, and other agency and community partners at each school. All buildings have a School Leadership Team (SLT) consisting of the Principal, Faculty Representative, teachers from each core content area, and parents which meet regularly to create and review the ASIP. The team members serve as leadership in the school for the rest of the staff to ensure the ASIP is communicated clearly and implemented throughout the building. The SLTs enable staff to create and implement plans to improve student achievement in their own buildings. The process was jointly developed with the teachers' association and includes representatives from all stakeholder groups. All School Improvement Plans, based on an analysis of all building data, (including student reading and math achievement, attendance, discipline, school climate, teacher professional development, parent community engagement) focus on practical methods to ensure that effective instructional strategies are shared, supported, implemented and continually refined. All teams will be trained in the district's Educational Leadership System, which reinforces alignment, collaboration and using data scorecards to monitor progress. This will be closely aligned to the development of professional learning communities throughout each feeder pattern within the district. In addition to the SLTs, each building has a SAIL team that reviews and monitors student data to inform building processes such as intervention assistance and Positive Behavior Intervention Support implementation. Each middle and high school has

monthly department meetings that support collaboration and curriculum planning in the content areas. Coordination of these established processes, committees, and partnerships within the district helps ensure the success of the SIG implementation. Each party is fully committeed to the focus of the grant, CCS and SIG goals, and the district's mission of 100% student success. These support teams allow each building the autonomy to meet the needs of their students.

Goals, Strategies and Action Steps

G 1) Improving Academic Achievement in Core Subjects

Description:

In the 2010-11 school year, the goal is to meet AYP in reading and math at the district level, remain in Continous Improvement by earning at least an 80 on the performance index score, and meet state proficiency standards all five subjects on the OGT. By 2013-2014, 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:

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 in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)), as well as the district's performance index score, and value-added summary measure.

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$14,692,342
School Improvement Competitive 1003 (g) Total:		**$00**	**$14,692,342**
Grand Total:		**$00**	**$14,692,342**

S 1.1) Prevention/Intervention in core academic subjects.

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading/language arts, mathematics, and science.

AS 1.1.1) Tutoring, Summer School and Expanded Learning Opportunities in core academic subjects.

Description:

Students at risk of not meeting the state academic standards in reading and math will receive tutoring, summer school and expanded learning opportunities to pass the Achievement and Graduation test subject areas not previously passed. In school tutors will focus on improving the reading levels of students below grade level in grades K-3 as determined by the DIBELS assessment. Summer school provides additional time for intervention in reading and math, as well as credit recovery for middle and high schools students that failed a core academic course. These services are provided to CCS students and non-public students served by Title I dollars. Training on curriculum to support these efforts will be done for all district staff teaching during the extended time, including after-school and summer programs. All curriculum used is aligned to state academic content standards and the district curriculum.

Grant
21st Century
21st Century
Consolidated
Title I
Improving Teacher Quality, Title II-A
LEP, Title III

Special Education, Part B-IDEA

Poverty Based Assistance (PBA)

PBA Academic Intervention

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) SIG Tier III Strategies (Arlington Park Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Arts Impact Middle School (Aims))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.5) SIG Tier III Strategies (Avalon Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.2) SIG Tier III Strategies (Beechcroft High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.2) SIG Tier III Strategies (Briggs High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Broadleigh Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.4) SIG Tier III Strategies (Brookhaven High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Buckeye Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Burroughs Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.1) Class Size Reduction in Core Content Areas (COLUMBUS GLOBAL ACADEMY)

Description:

CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

AS 1.1.2) School Improvement - Annual evaluation (required for schools requesting SI funding) (COLUMBUS GLOBAL ACADEMY)

Description:

Schools that receive SI funds will attend progress monitoring meetings facilitated by the district and ODE. All schools complete the ASIP and monitor the plan regularly throughout the school year. The initial plan and the periodic review require that schools analyze student achievement, attendance, and discipline data and alter their strategies and actions based upon the analysis. In additions, schools that are required to complete the IM/M tool will do so. The district will also contract with an external provider for an academic evaluation of the interventions funded by the SIG.

AS 1.1.13) SIG Tier III Strategies (Cassady Alternative Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Columbus Africentric Early College Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.6) SIG Tier III Strategies (Dana Avenue Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.6) SIG Tier III Strategies (Dominion Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.6) SIG Tier III Strategies (Eakin Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.10) SIG Tier III Strategies (East Columbus Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (East High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (East Linden Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.8) SIG Tier III Strategies (Eastgate Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.10) SIG Tier III Strategies (Easthaven Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.10) SIG Tier III Strategies (Fairmoor Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.12) SIG Tier III Strategies (Fairwood Alternative Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Forest Park Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.10) SIG Tier III Strategies (Georgian Heights Alt Elementary School @ Old Wedgewood MS)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Hamilton STEM Academy (K-6))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.13) SIG Tier III Strategies (Heyl Avenue Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.14) SIG Tier III Strategies (Highland Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.10) SIG Tier III Strategies (Hilltonia Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.5) SIG Tier III Strategies (Huy Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Innis Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.6) SIG Tier III Strategies (Johnson Park Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.8) SIG Tier III Strategies (Leawood Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.6) SIG Tier III Strategies (Liberty Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.10) SIG Tier III Strategies (Lincoln Park Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.5) SIG Tier III Strategies (Lindbergh Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.10) SIG Tier III Strategies (Linden STEM Academy (K-6))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.3) SW-Strategies to strengthen the core program and extend learning time (Linden-Mckinley STEM School on Arcadia)

Description:

Each school will strengthen the core academic program by placing math/science specialists along with reading/social students specialists in grade 8 in MS and grade 9 in HS. By pairing these teachers, the class sizes are reduced, the content delivery is improved, and the professional development is focused and job-embedded. Extended learning opportunities will be available for students through tutoring provided by Columbus teachers and/or SES providers in reading and mathematics. The tutoring will focus on helping students pass achievement tests. Teachers/tutors will base their instruction on the item analysis received from the state's reading and math OGTs and other assessments. Students will also be give the opportunity to have instructional field experiences as part of the STEM project-based learning curriculum.

AS 1.1.10) SIG Tier III Strategies (Livingston Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Maybury Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.8) SIG Tier III Strategies (Medina Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Mifflin Alternative Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.2) SIG Tier III Strategies (Mifflin High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Monroe Alternative Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.10) SIG Tier III Strategies (North Linden Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Oakmont Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Ohio Avenue Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.6) SIG Tier III Strategies (Salem Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Scottwood Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Sherwood Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Siebert Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.10) SIG Tier III Strategies (South Mifflin STEM Academy (K-6))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.8) SIG Tier III Strategies (Southwood Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Starling Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.14) SIG Tier III Strategies (Sullivant Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Trevitt Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Valley Forge Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.3) SIG Tier III Strategies (Walnut Ridge High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.7) SIG Tier III Strategies (Watkins Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.6) SIG Tier III Strategies (Wedgewood Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.1) After school tutoring and Expanded Learning Opportunities in core academic subjects. (Weinland Park Elementary School)

Description:

Identified students will receive tutoring and expanded learning opportunities to pass the proficiency test subject areas not previously passed and to pass academic courses tied to state content standards. Weinland Park will: - Expand Godman Guild After school program - Peer mediation and training during recess offered by Godman Guild - Open school for weekend homework help

AS 1.1.6) SIG Tier III Strategies (West Broad Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.6) SIG Tier III Strategies (Westmoor Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Windsor STEM Acadmey (K-6))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.9) SIG Tier III Strategies (Woodward Park Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

AS 1.1.6) SIG Tier III Strategies (Yorktown Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

S 1.2) Prof Develop - Improve Student Performance

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance at elementary level, focus on assisting teachers in developing a deeper knowledge base the core academic content areas. As part of the district's K-12 alignment effort, CCS is continuing to participate in the Harvard University project based on medical rounds with Richard Elmore. In addition, the School Leadership Teams will be given quarterly training on the All School Improvement Plan process to incorporate updates to their plans based on assessment, grades, attendance, discipline, and other data. The district is also incorporating a "vertical slice" model based on work with the consultants called Teamworks that aims to align feeder patterns so planning is K-12.

AS 1.2.1) Provide ongoing professional development on the use of technology in the classroom (COLUMBUS GLOBAL ACADEMY)

Description:

Provide ongoing professional development through face-to-face and online courses so that teachers will be able to integrate and use technology resources that are aligned with academic content standards to successfully impact student achievement. Develop and provide training for teachers to be able to create and facilitate online/virtual learning modules for students across all middle and high school content areas, including use of Web 2.0 Internet resources. Courses will enable teachers to meet the ISTE National Education Technology Standards for Teachers and the requirements to qualify as Highly Qualified Teachers. This PD is available for public and nonpublic staff at schools participating in Title II-A and II-D (competitive, ARRA, and formula).

AS 1.2.2) Provide job-embedded professional development focused on changing instructional practices and increasing teacher capacity through the use of Curriculum Specialists in Reading and Mathematics (Weinland Park Elementary School)

Description:

Provide ongoing, job-embedded, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Curriculum specialists in the areas of reading and mathematics will coach teachers in analyzing data to create appropriate small groups within classes, guide instruction to meet student needs, assist with developing and implementing classroom management strategies, and use research-based best practices in pedagogy. The Reading Curriculum Specialists will be responsible for support and review of progress monitoring through Text Reading Comprehension and DIBELS assessments, small group development and literacy station implementation, assessment problem-solving, tutor management, and support of teacher mastery of reading strategies. The Math Curriculum Specialist will be responsible for support and review of GLI mastery, small group development and math station implementation, tutor management, lesson development, and support of teacher mastery of math strategies.

S 1.3) Prof Develop - Understand Student Needs

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

AS 1.3.1) SW-High quality and continuous professional development for teachers and staff (West High School)

Description:

Staff will be provided high quality ongoing professional development in core subjects. Professional development may take place at the district level or on site. Staff will focus on changing instructional practices and developing a deeper knowledge base to ensure student proficiency in core subjects. The professional development will be determined by analyzing student needs as dictated by State and other assessment results.

S 1.4) Technology That Impacts Teaching and Learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results. To help students develop twenty-first century skills including critical thinking and problem solving, communication and collaboration, media literacy, leadership and productivity, adaptability and accountability. Through their work, students are developing a deeper understanding of the content all while acquiring skills in communication, critical thinking and information and media literacy. These students are preparing to live and work in the 21st century.

AS 1.4.1) Technology in the Classroom (Alum Crest High School)

Description:

Every student will receive technology-based instruction and have access to technology and related skill development. Teachers will deliver instruction via whole group and independent learning. Teachers will use presentation stations (includgin Smart Boards) for whole group activities. Students will use mobile laptop computers to participate in the tasks of the lesson so that all students will engage in hands-on learning and gain technology literacy skills. The software will provides solution for differentiated learning to meet each child's academic needs.

AS 1.4.2) Use technology to impact teaching and learning (West High School)

Description:

Title I, SIG, Title II-D (competitive, ARRA, and formula), and EETT funds will be used to purchase technology equipment and software as requested by individual schools in an effort to provide students the opportunity to use computer technology to improve their achievement and to become proficient in the use of technology. In addition, these funds will be used to help support technology programs designed to enable student, teachers and administrators to access Web 2.0 interactive sites, student data, lesson plans aligned with the district curriculum and OACS, district and state assessment information and other pertinent information that will have a significant impact on improving teaching and learning. This technology will help students develop twenty-first century skills including critical thinking and problem solving, communication and collaboration, media literacy, leadership and productivity, adaptability and accountability.

S 1.5) Comprehensive Family Literacy Services

Description:

Provide the four components of adult education, early childhood education, parenting education, and parent/child time together in an intense, holistic program for families living in poverty with adults who

need literacy skill enhancement and have children ages birth to eight.

S 1.6) Content Area Expertise and Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size and help improve student achievement for all high poverty schools. These teachers will have content expertise in math/science, intensive PD in those areas throughout the year, and will reduce class size by working with half a class at a time. These teachers are expected to be the instructional leaders in the school in math/science and provide job-embedded PD to the other teachers. The grades targeted will be 4, 5, 8, and 9 and funding is from Title I and Title II-A.

AS 1.6.1) Class Size Reduction in Core Content Areas (Champion Middle School)

Description:

CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

AS 1.6.1) Class Size Reduction in Core Content Areas (Linden-Mckinley STEM School on Arcadia)

Description:

CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

AS 1.6.1) Class Size Reduction in Core Content Areas (Southmoor Middle School)

Description:

CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

AS 1.6.1) Class Size Reduction in Core Content Areas (Weinland Park Elementary School)

Description:

One of the main reasons to reduce class size is that teachers must know the subject matter to meet standards, indicators and benchmarks of the curriculum at these more advanced levels. Research indicates that curriculum standards are better met if the teacher specializes in one subject area. CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

AS 1.6.1) Class Size Reduction in Core Content Areas (West High School)

Description:

One of the main reasons to reduce class size is that teachers must know the subject matter to meet standards, indicators and benchmarks of the curriculum at these more advanced levels. Research indicates that curriculum standards are better met if the teacher specializes in one subject area. CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

S 1.7) Utilize a comprehensive curriculum and Ohio's Early Learning Content Standards

Description:

CCS preschool teachers (except those who are participating in pilot programming or grant initiatives) will use ODE's Connections: A Curriculum Framework for Continuity: Teaching and Learning for Ohio's Children Ages 3 through grade 3 and ODE Early Learning Content Standards as the basis for planning and teaching.

S 1.8) State Content Standards Alignment

Description:

Align curriculum, instruction and assessment with the State's challenging academic content standards. Aligned is based on scientifically based research and best practices.

S 1.9) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. In addition, funds will be used to support educational field trips that are directly related to State Academic Content Standards, specific GLIS, and will improve academic achievement by providing hands-on experiences outside of the classroom.

AS 1.9.2) Purchase supplemental materials that support district curriculum

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Materials purchased with Title I and IDEIA funds will be used for reading, mathematics, science, and other core content areas to each eligible student. SIG funds will support the school reform model being implemented in the school (if awarded). This may include instructional technology, laptops, or incentives for students to reward excellent performance.

Grant
Consolidated
Title I
Improving Teacher Quality, Title II-A
Special Education, Part B-IDEA
McKinney-Vento Homeless Assistance Program
McKinney-Vento Homeless Assistance Program
The American Recovery and Reinvestment Act (ARRA)
ARRA Title I
ARRA Special Education, Part B-IDEA
School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.10) Highly Qualified Teachers

Description:

The Director of Staffing in the Human Resources Department is the single point of contact who works directly with school administrators and ODE staff on HQ issues. The district uses the ODE HQT forms and holds an in-serivce for all new teachers annually. The Principal and district Attestation forms are on file with the HR department and at each school for all teachers - Title I and non-Title I. Nonpublic Title I school staff attestation forms are maintained by the Office of Nonpublic School Services. HR annually reviews and updates policies and procedures regarding employment and HQT requirements. Individual plans are developed with the professional development office for each teacher that still needs to meet the HQT requirements.

AS 1.10.3) Development of a new teacher evaluation system

Description:

CCS leadership at the district, building, and teacher level will continue to work with the CEA and ODE to develop a new teacher evaluation system that includes students growth as a component. This work will be done in compliance with the requirements of the SIG and RttT (if awarded).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.10.3) Recruit, Retain, and Provide Incentives for Instructional Staff (Champion Middle School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

AS 1.10.1) Recruit, Retain, and Provide Incentives for Instructional Staff (Linden-Mckinley STEM School on Arcadia)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

AS 1.10.3) Recruit, Retain, and Provide Incentives for Instructional Staff (Weinland Park Elementary School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

S 1.11) Health and Wellness

Description:

Health and wellness are vital for students to be engaged, active participants in their education. To help every child succeed, CCS provides for the health and wellness of its students to the extent possible through school breakfast and lunch programs, nurses and social workers on-site, and education for students.

S 1.12) Policies to Improve Results

Description:

Develop policies that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

AS 1.12.4) Policies to give SIG awarded schools autonomy and support

Description:

CCS leadership will implement policies to give SIG awarded schools autonomy and support needed for the school reform efforts at each site. The Reform Panel was developed jointly by the Columbus Education Association and the Columbus City School District to address the need to allow changes in the Master Agreement between periodic rounds of negotiations. The Reform Panel facilitates the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the District, (b) requests for variances from the current contract that are submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations made by committees created by the panel. The panel operates as a joint committee with the district management and the CEA. In addition, the SIG plans include hiring a district level administrator and school level support to act as an advocate and monitor for the implementation the grant. The Director of the School Reform will be called upon to provide services that will provide leadership for each Tier I, II, and III SIG school to ensure coordination of programs, funds (general find, Title I regular and ARRA, SIG, and other grants), and strategies. This coordination will take place at the school level by hiring support for some Tier I and II schools, and at the district level for all SIG schools. Alignment of strategies and funds will ensure that fiscal expenditures implement the reforms to meet the school's goals.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.12.1) Recruit, Retain, and Provide Incentives for Instructional Staff (Alum Crest High School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

AS 1.12.1) Recruit, Retain, and Provide Incentives for Instructional Staff (COLUMBUS GLOBAL ACADEMY)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

AS 1.12.2) Recruit, Retain, and Provide Incentives for Instructional Staff (Southmoor Middle School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

AS 1.12.2) Recruit, Retain, and Provide Incentives for Instructional Staff (West High School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

S 1.13) Systems of Intervention and Special Education

Description:

Align systems of intervention and special education with curriculum, instruction and assessment based on scientifically based research and best practices and with the state's academic content standards.

AS 1.13.1) Class Size Reduction in Core Content Areas (Alum Crest High School)

Description:

One of the main reasons to reduce class size is that teachers must know the subject matter to meet standards, indicators and benchmarks of the curriculum at these more advanced levels. Research indicates that curriculum standards are better met if the teacher specializes in one subject area. CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

S 1.14) All district leadership, principals, and teachers will use data to plan instruction and intervention for students.

Description:

Use scientifically based research (screening, diagnostic and classroom achievement) periodic and quarterly assessments to track individual student progress and inform instruction that is aligned with Ohio ACS. District, classroom, and student data is accessed and monitored through the Curriculum Information Management System (CiMS). Every principal and many teachers have received training on using CiMS, how to analyze the data, and use it to make decisions in the classroom. The training on using data to drive classroom decisions will continue this school year.

S 1.15) Data Collection and Analysis

Description:

Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results.

AS 1.15.4) SIG data collection, progress monitoring, and external evaluation

Description:

Schools that receive SI funds will attend progress monitoring meetings facilitated by the district and ODE. All schools complete the ASIP and monitor the plan regularly throughout the school year. The initial plan and the periodic review require that schools analyze student achievement, attendance, and discipline data and alter their strategies and actions based upon the analysis. In addition, schools that are required to complete the IM/M tool will do so. The district will also contract with an external provider for an academic evaluation of the interventions funded by the SIG.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.15.1) School Improvement - Annual evaluation (required for schools requesting SI funding) (Alum Crest High School)

Description:

Schools that receive SI funds will attend progress monitoring meetings facilitated by the district and ODE. All schools complete the ASIP and monitor the plan regularly throughout the school year. The initial plan and the periodic review require that schools analyze student achievement, attendance, and discipline data and alter their strategies and actions based upon the analysis. In additions, schools that are required to complete the IM/M tool will do so. The district will also contract with an external provider for an academic evaluation of the interventions funded by the SIG.

AS 1.15.1) Teacher decisions on the use of assessments to improve student achievement (COLUMBUS GLOBAL ACADEMY)

Description:

The school faculty will analyze current student achievement data, including district quarterly assessments, OATs, and OGTs to determine areas in need of improvement and create the All School Improvement Plan (ASIP) at the beginning of the school year. The schools will use the Columbus Information Management System (CiMS) to access and analyize the data. School faculty will implement the ASIP throughout the school year, revising periodically to assist staff in improving individual student achievement and the overall instructional program.

S 1.16) Address teaching and learning needs related to academic problems of low achieving students

Description:

Classroom teachers will be expected to use differentiated instruction when implementing lessons. Principals will be expected to monitor classroom instruction to look for evidence of differentiated instruction being used in the teaching of core academic subjects, and internal and external coaches will be expected to model lessons using differentiated instruction. Safety net teachers are in Title I funded schools to provide supplemental instruction in reading and math.

S 1.17) High quality professional development of instructional staff

Description:

In the 2010-11 school year, the district will have three districtwide PD days for instructional staff in December, February, and May. These Professional Development Days are sessions that will be offered as strands for all district teachers and will be held in district buildings and off-site. A strand occurs over time and focuses on a single topic or practice. Strands are envisioned as a way of providing continuity to the training sessions and ensuring that new practices are implemented. Strands have the following characteristics- A strand supports a collaborative community of learners (the same group of participants will be together for all three days). Each day will build on previous learning, allowing for a depth of coverage that is not possible in a one day workshop. Strands are linked to daily practice. Sessions will focus on improving practice and not be purely theoretical, hypothetical, or informational. Participants implement new learning between sessions and share results in subsequent sessions.

AS 1.17.1) Job-embedded professional development through Professional Learning Community Coaching (PLC) to build leadership capacity (Alum Crest High School)

Description:

CCS will engage an outside consultant group and provide extended time for teachers to implement the PLCs. PLCs are a predefined series of professional development engagements occurring over 9-12 months, designed to develop the internal capacity for implementing and sustaining PLCs in a school or district. The sessions are facilitated by one or more PLC Master Coaches, which includes 6 days of on-site training (three sessions, 2 days each) and a robust selection of resources for each participant and school team, plus phone and e-mail support for the duration of the contract. School teams will leave each session with a new set of skills and activities and an action plan for implementing and teaching what they've learned. The sessions include topics to build leadership capacity, as well as practical in-classroom implementation in areas such as: Understand Common Assessments, Involve Students in Their Own Learning, Systematic interventions for all students, and Define ways to celebrate successes.

AS 1.17.1) Job-embedded professional development through Professional Learning Community Coaching to build leadership capacity (COLUMBUS GLOBAL ACADEMY)

Description:

The Columbus Global Academy will provide separate, high quality, job-embedded PDs for Teachers and assistants covering: Reading Comprehension, Writing, Vocabulary, Literacy across the content areas, and Strategies to improve numeracy for ELLs Substitutes are provided for CGA facilitators/point persons (release time for planning and follow up). CGA will appoint "Point Person" from current CGA staff to implement on going PDs. Outside presenters will be brought in to provide PD on a contractual basis.

AS 1.17.2) Provide job-embedded professional development focused on changing instructional practices and increasing teacher capacity through the use of Curriculum Specialists (Linden-Mckinley STEM School on Arcadia)

Description:

Provide ongoing, job-embedded, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. At Linden-McKinley STEM High School, this means assistance with project-based learning in the STEM areas. Curriculum specialists in the areas of reading and mathematics will coach teachers in analyzing data to create appropriate small groups within classes, guide instruction to meet student needs, assist with developing and implementing classroom management strategies, and use research-based best practices in pedagogy. The Reading Curriculum Specialists will be responsible for support and review of progress monitoring through OGT practice assessments, small group development and literacy station implementation, assessment problem-solving, tutor management, and support of teacher mastery of reading strategies. The Math Curriculum Specialist will be responsible for support and review of GLI mastery, small group development and math station implementation, tutor management, lesson development, and support of teacher mastery of math strategies. Project-based curriculum assistance and data analysis will also be provided by the specialists at Linden-Mckinley.

AS 1.17.3) Provide job-embedded professional development focused on changing instructional practices and increasing teacher capacity through the use of Curriculum Specialists in Reading and Mathematics (Southmoor Middle School)

Description:

Provide ongoing, job-embedded, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Curriculum specialists in the areas of reading and mathematics will coach teachers in analyzing data to create appropriate small groups within classes, guide instruction to meet student needs, assist with developing and implementing classroom management strategies, and use research-based best practices in pedagogy. The Reading Curriculum Specialists will be responsible for support and review of progress monitoring through Text Reading Comprehension and DIBELS assessments, small group development and literacy station implementation, assessment problem-solving, tutor management, and support of teacher mastery of reading strategies. The Math Curriculum Specialist will be responsible for support and review of GLI mastery, small group development and math station implementation, tutor management, lesson development, and support of teacher mastery of math strategies.

AS 1.17.2) Provide job-embedded professional development focused on changing instructional practices and increasing teacher capacity through the use of Curriculum Specialists in Reading, Mathematics, and Science (West High School)

Description:

Provide ongoing, job-embedded, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Curriculum specialists in the areas of reading, mathematics, and science will coach teachers in analyzing data to create appropriate small groups within classes, guide instruction to meet student needs, assist with developing and implementing classroom management strategies, and use research-based best practices in pedagogy. The Reading Curriculum Specialists will be responsible for support and review of progress monitoring through small group development and literacy station implementation, assessment problem-solving, tutor management, and support of teacher mastery of reading strategies. The Math and Science Curriculum Specialists will be responsible for support and review of GLI mastery, small group development and math station implementation, tutor management, lesson development, and support of teacher mastery of math strategies.

S 1.18) Address priorities to strengthen the core academic program

Description:

Priorities to strengthen the core academic program are site-based, sustained, high quality professional development to increase school's ability to focus on areas of weakness as determined by data analysis of periodic, quarterly, OAT/OGT data, attendance, and discipline issues. In addition, supplemental texts in math and the second year of implementing Hartcourt's Storytown in reading will provide a solid basal and foundation for teachers to utilize. The departmentalization of reading, math, and science at the elementary level carries the expectation that increased teacher knowledge of the pedagogy and content in those subjects, paired with a new approach to the learning through the new texts will result in increased academic achievement for students. School Improvement coaches are working in 58 schools to provide classroom level data interpretation and research-based strategies to address issues based on observation and assessment data. The strategies recommendaed by the coaches will serve as the basis of a data-base accessible to all schools for school improvement planning.

S 1.19) District Improvement (Adequate Yearly Progress) issues

Description:

The implementation of the district corrective action plan will continue and the district has engaged in the Ohio Improvement Process with the State Support Team. Pursuant to the requirements for Title II-A accountability outlined in NCLB, Section 2141 since CCS is not at 100% HQT and CCS has failed to make adequate yearly progress for four consecutive years, the analysis of the TDF file and efforts to recruit and retain highly qualified teachers will continue to improve. HQT data indicate the schools with high pops. of students with disabilities and high schools are most likely to have lower percentages of HQT. Funding will continue to support teachers in these areas get their HQT requirements. EMIS data will continue to aid the district and ODE track CCS progress on meeting 100% HQT. Data driven discussions, action plans, and strategy review will be paramount in addressing the issues of AYP at the school and district level. Constant monitoring of each student's learning through the Curriculum Management System (CIMS) will continue to inform teachers, principals, and administrators on students progress throughout the year. The IEP process will ensure that students with disabilities are given the required tests in an appropriate way - with or w/o accommodations or an alternate - that will meet their needs. LEP student needs will be addressed through supplemental instruction aimed at increasing English language fluency and academic rigor.

S 1.20) Promote effective parental involvement

Description:

Effective parental involvement will be promoted at the building and district level. There will be districtwide meetings with parent liaisons and parent consultants representing all buildings in the district. These meetings will occur on at least a quarterly basis. These parents will be given information on current practices and policies that affect their child's education. They will be be given instruction that will help them work with their children to improve academic achievement in reading and mathematics along with nutrition and health. The parent liaisons will be expected to carry back to their respective schools the information learned from the districtwide meetings. In addition, they will be expected to work with other parents at their schools to get them involved at the building level by serving on committees such as the School Leadership Team, and will be encouraged to be part of other important roles within the schools. The district will also have outreach programs for the families of our homesless students.

AS 1.20.1) Effective parental involvement (Alum Crest High School)

Description:

Effective parental involvement will be promoted at the building and district level. There will be districtwide meetings with parent liaisons and parent consultants representing all buildings in the district. These meetings will occur on at least a quarterly basis. These parents will be given information on current practices and policies that affect their child's education. They will be be given instruction that will help them work with their children to improve academic achievement in reading and mathematics along with nutrition and health. The parent liaisons will be expected to carry back to their respective schools the information learned from the districtwide meetings. In addition, they will be expected to work with other parents at their schools to get them involved at the building level by serving on committees such as the School Leadership Team, and will be encouraged to be part of other important roles within the schools. The district will also have outreach programs for the families of our homesless students.

AS 1.20.1) School Improvement - Meaningful parental involvement (COLUMBUS GLOBAL ACADEMY)

Description:

All schools will include parents as participants in school decision making, governance, and advocacy. Meaningful parental involvement may include: participation on the All School Improvement Team, PTA/PTO, SAIL or other school councils and committees. Each school has at least one parent consultant hired to facilitate parental engagement standards at their student's school. Each school's planning team must include a parent member. Global Academy will use SIG funds to increase Parent Involvement to develop a parent Welcome Center, outreach classes, and after-school programs.

AS 1.20.3) School Improvement - Meaningful parental involvement (Champion Middle School)

Description:

All schools will include parents as participants in school decision making, governance, and advocacy. Meaningful parental involvement may include: participation on the All School Improvement Team, PTA/PTO, SAIL or other school councils and committees. Each school has at least one parent consultant hired to facilitate parental engagement standards at their student's school. Each school's planning team must include a parent member. Champion will use SIG funds to strengthen their conntection to parents and the community by building on existing relationships with OSU East, Friends of Champion, and the parents consultant program.

AS 1.20.2) Effective parental involvement (Linden-Mckinley STEM School on Arcadia)

Description:

Linden-McKinley will use SIG funds for parent involvement for the following activities: Additional Open Houses (meet the teachers, art shows, student work, etc.) will be scheduled and promoted. Parent and teacher conferences will be promoted through mailings ands automated phone calls. Support staff assists teachers with contacting parents to schedule conferences. Refreshments will be served at open house and conferences; Parent/student breakfast; Parent/student field trips; Activities for Grandparents in the school Effective parental involvement will be promoted at the building and district level. There will be districtwide meetings with parent liaisons and parent consultants representing all buildings in the district. These meetings will occur on at least a quarterly basis. These parents will be given information on current practices and policies that affect their child's education. They will be be given instruction that will help them work with their children to improve academic achievement in reading and mathematics along with nutrition and health. The parent liaisons will be expected to carry back to their respective schools the information learned from the districtwide meetings. In addition, they will be expected to work with other parents at their schools to get them involved at the building level by serving on committees such as the School Leadership Team, and will be encouraged to be part of other important roles within the schools. The district will also have outreach programs for the families of our homesless students.

AS 1.20.3) School Improvement - Meaningful parental involvement (Southmoor Middle School)

Description:

Southmoor will use SIG funds to hold monthly parent/teacher meetings. Parents come in monthly and receive professional development on what resources are available and on instructional strategies being utilized in the classroom. Parent Academy: parents are schooled on what GLI's and state standards are. They develop an understanding of what it means to be limited, basic, proficient, etc. They learn strategies for supporting learning at home. All schools will include parents as participants in school decision making, governance, and advocacy. Meaningful parental involvement may include: participation on the All School Improvement Team, PTA/PTO, SAIL or other school councils and committees. Each school has at least one parent consultant hired to facilitate parental engagement standards at their student's school. Each school's planning team must include a parent member.

AS 1.20.3) Parent Education (Weinland Park Elementary School)

Description:

Weinland Park Elementary will ask parents to attend required technology sessions on how to access Columbus City Schools Parent Portal (Classroom Connect) as well as complete various requirements including documentation of student support to assist child in earning a 1-1 computing device for home-based support. Using Student Response System, families will engage in one reading and one math Interactive Family Night.

AS 1.20.2) Parent Education (West High School)

Description:

Promote sense of community on the Hilltop by reinforcing "Pride on the Hilltop" by hiring a fulltime community liaison to coordinate PTA, parent outreach efforts, community engagement, etc. Create Community Project "Green" to involvement parents and community in academically rich school-related activities to strengthen connection with the staff and school.

S 1.21) Promote and utilize differentiated instruction with Special Education population

Description:

Provide focused supplemental supports and interventions for students with disabilities with primary focus in math and language arts (reading and writing). Develop an environment within the school which encourages everyone to contribute to student learning.

S 1.22) Using technology to provide access and improve performance for student's with disabilities.

Description:

Use technology which reduces or removes traditional barriers which student's with disabilities encounter when attempting to access or participate in the general education curriculum. Acquire and offer high quality training in using software to enhance student reading, writing and math skills and output.

S 1.23) Meet 21 IDEIA indicators required for Ohio's State Performance Plan

Description:

Continue to meet 21 IDEIA indicators for compliance. All indicators were met in 2008-09 by implementing strategies listed in the corrective action plans approved by ODE: Completion of initial evaluations w/in 60 days from receipt of parental consent and indicator 13: transition services planning for students w/disabilities aged 16 and above. CCS will continue to implement activities to meet all indicators required for IDEIA compliance.

S 1.24) Special Education-Ensure that teachers have the knowledge, skills, and expertise to effectively deliver instruction to increase academic achievement for all students.

Description:

Columbus Public Schools will improve it educators' ability to effectively deliver a standards-based curriculum.

S 1.25) Expand district Pre-K and Review Structure of Kindergarten Across district

Description:

CCS is expanding it's districtwide pre-kindergarten program by adding 4-5 sites at economically disadvantaged and academically needy schools. The district's pre-k classes are scientifically research-based programs that have proven to increase kindergarten readiness for students that attend (KRA-L results for CCS pre-k compared to all others). In addition, CCS is committeed to evaluating and reviewing the structure of kindergarten, grades 1 and 2 across the district.

S 1.26) 100% of teachers in core academic subjects meet HQ requirements

Description:

According to the most recent HQ data available, there are 57 teachers (out of approximately 4,000) instructing 33 classes that are not HQ. For those teachers who are not HQT or who plan to transfer to a core subject area that they are not currently highly qualified to teach, the district assists them through individualized HQT plans. District will ensure that 100% of teachers in core academic subjects meet HQ requirements or are eligible to continue pursing the HOUSSE provision to become HQ. For those teachers that need to meet HQ requirements, including intervention specialists, an individual plan is created with the assistance of our professional development office. Professional development opportunties for the teachers to become HQ are available throughout the year from the district as well as Ashland Unv, Ohio State U, ODU, and other IHE partners. The PD plan is evaluated and updated annually to align with teacher, building, and district needs and priorities that advance teachers' content knowledge and provide instructional strategies to help students meet state standards. District's IPDPs are web-based and aligned with the Ohio Professional Development Standards.

S 1.27) Core academic HQT assignments are distributed equitably in high-poverty

Description:

According to the analysis based on the most recent teacher distribution file, 16 schools have more than 10% of at least one core courese taught by non-HQ teachers. Out of the 16 total, 3 schools are not considered high poverty (the majority of CCS schools are considered high poverty) so there is a higher percentage of high poverty schools that have at least one core course taught by a non-HQ teacher. The district uses all available certification and licensure information in an attempt to assign all courses to a HQ teacher when possible. A non-HQ assignment most often occurs when a long-term substitute is in place due to an unforeseen circumstance with the originally assigned teacher. The district ensures that high poverty schools have HQ and experienced teachers through incentives such as the TAP program, the Performance Advancement System, and extra pay for Nationally Board Certified Teachers. Additionally, through the Peer Assistance and Review (PAR) mentoring program, the district works with the union to provide assistance and support to new teachers.

S 1.28) Fiscal and human resources are targeted in the schools with the lowest % of HQ Teachers

Description:

The Professional Development Department coordinates and documents the use of resources to support teachers that still need to meet the HQ requirements. Coordination of funds from Title I, Title II Parts A and D, IDEIA, state, and local sources are used to ensure that all teachers meet HQ requirements. These funds provide PD opportunities during the day (using substitutes), after-school, and on Saturdays, as well as credit reimbursement to teachers. Additionally, the federal ARRA funds will support even greater opportunities for PD this year, allowing the district to have 3 student release days for staff to attend high quality sessions in one area. Factors requiring HQT status to be addressed include instructing middle schools students, students with disabilities, and struggling readers in grades k-3 and 6/7. Lowest achieving students will be identified and provided specific interventions.

S 1.29) Reduction of non-academic barriers to improve student achievement

Description:

Federal funds will be used to reduce non-academic barriers with counselors, social workers, psychologists, and nurses in the schools. They will work through social and heath issues with students so they can focus on focus on their academic achievement.

AS 1.29.1) Mental Health/Social Worker Services (Alum Crest High School)

Description:

Through partnership with agency (i.e. Directions for Youth, Children's Hospital) or hiring directly through CCS, a mental health/social work professional would work consistently with students to support social/emotional needs and teach strategies for coping. The goal is to decrease non-academic barriers to learning, increase attendance, decrease discilpine incidents, and help students develop coping and life-skills.

AS 1.29.1) Mental Health/Social Worker Services (Champion Middle School)

Description:

Through partnership with agency (i.e. Directions for Youth, Children's Hospital) or hiring directly through CCS, a mental health/social work professional would work consistently with students to support social/emotional needs and teach strategies for coping. The goal is to decrease non-academic barriers to learning, increase attendance, decrease discipline incidents, and help students develop coping and life-skills.

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.

CCS recognizes that school improvement efforts are complex and require a coordinated, systematic approach that addresses every aspect of a school, including curriculum, instruction, governance, scheduling, professional development, assessment, and parent, family, and community involvement. During the past seven years, the District has demonstrated steady improvement by implementing several aligned initiatives including: Curriculum Guides; Pacing Guides; Assessments; Curriculum Review Teams; SAIL Teams (School teams organized to help chronically disruptive students); and Positive Behavior Intervention Supports training. In addition, the district continues to offer a wide array of expanded learning opportunities for all students beyond the school day including Winter Olympics for middle school students and summer school in grades K-12. While these initiatives have resulted in student achievement gains, they have not moved the District to the highest levels of achievement that it seeks nor to its vision of 100% student success. This next level of work focuses on providing rigorous, world class instruction for every student and the School Improvement Grants funds can help the district implement these reforms. The district's strategic plan, Vision 2012 and Beyond, contains the framework the district has adopted in the last two years. The following list includes major district initiatives supporting SIG implementation. Professional Rounds: The District's vision encompasses the development of a common understanding of highly effective, high-expectation instruction across the District. One tool the District will use to do this is Professional Rounds. The Professional Rounds Process engages principals and teachers in the careful analysis of the effectiveness of instruction and student work in classrooms across the District through peer review, critical feedback, and professional development about effective instruction. This process of job-embedded, peer to peer professional development aligns with the SIG strategies being implemented in eligible schools. School Leadership Teams/All School Improvement Plans: The School Leadership Teams is a second strategy aligned

with the goals of the SIG that enable staff to implement plans to improve student achievement in their own buildings. The process was jointly developed with the teachers' association and includes representatives from all stakeholder groups. All School Improvement Plans, based on an analysis of all building data(including student reading and math achievement, attendance, discipline, school climate, teacher professional development, parent community engagement) focus on practical methods to ensure that effective instructional strategies are shared, supported, implemented and continually refined. All teams will be trained in the district's Educational Leadership System, which reinforce alignment, collaboration and using data scorecards to monitor progress. Community Engagement Efforts: CCS is providing parents and community members with increased opportunities and strategies as a fourth support for improved student learningclosing the achievement gap. As part of this initiative, each school will strengthen its parent engagement plan (which is part of the ASIP) that aligns with improved student performance. The strategies will utilize current district resources, such as the Parent and Family Engagement staff and Parent Consultants, as well as current district initiatives, such as the Parent-to-Parent training. Through this initiative, the schools will expand their capacity to reach 100% of their parents/guardians. All of these grants received management support from CCS's budget, evaluation, curriculum, and operations infrastructure. The School Improvement Grants will continue to receive the same services and support from the district. The district has expertise in place to implement the tasks in the SIG Plan.

Continuation

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

Sustainability of practices beyond the SIG funding period begin with careful planning of the initial implementation of the selected intervention model. The district and each eligible school have already developed an initial plan for the selected model to demonstrate how School Improvement reforms will be implemented and the funds will be used. The theory of action is that the grant activities are building the capacity of teachers and leaders through job-embedded instructional coaching in reading, math, and using data to drive instruction, along with leadership training to ensure the vision is sustained and carried through. Additionally, to ensure continuation after the grant ends, the following actions will be taken: * The development of shared leadership between the school and the broader community in the implementation of the intervention model during and after the funding period; * Continued planning to address staffing and funding changes including transitions in leadership; * Long-term planning processes that will support implementation of reforms with progress monitoring levels of implementation and progress toward outcomes; * A comprehensive system of formative and summative data collection that is in place to monitor progress and drive decision-making will be developed by the district this year and in use for the 2010-2011 school year; * The ability to continue offering additional instructional time and extended school year through other grant opportunities including Title I funds or 21st Century Learning Grants or the like once NCLB is reauthorized; * Institutionalizing the measuring fidelity of implementation of research-based instructional practices through the Rounds Process and district score cards; * Protecting staff time for collaboration and professional development in order to sustain the initiatives through careful scheduling of the school day; * Professional development for new staff and leadership to continue implementation of the reforms; * Job-embedded professional development to ensure high fidelity of implementation of reforms in the classroom.

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)

July-August 2010 (Summer Planning) District and school leadership will seek out candidates to fill positions, create and release RFP for high quality services as needed, and fill the district level SIG position. District and school leadership teams will meet to fully plan their school improvement strategies based on the 2010 OAT/OGT, year-end attendance, discipline, and other data. August 2010 Leadership Academy for intense School Leadership Team training and All School Improvement Planning School Begins Implementation of SIG strategies begins September 2010 All School Improvement Plans due for Executive Director review and approval; Hold informational parent meetings; Design data collection; Begin Professional development Plan; Hold meetings with SIG partners October 2010 Participation in 1st all-day PD opportunity. After-school or Saturday school programs. Second School Leadership Team training Begin IMM Tool November-December 2010 Administer 1st quarter district assessments and update school improvement plans (ASIP) based on results. Complete the first phase of the IMM tool. Participation in 2nd all-day PD opportunity. January 2011 Begin planning the 2011 summer education programs. February 2011 Administer 2nd quarter district assessments and update school improvement plans (ASIP) based on results. Third School Leadership Team training. March - April 2011 Last push to prepare students for the OAA/OGT. May 2011 After-school program or Saturday school programs will end. Participation in 3rd all-day PD opportunity. Administer 4th quarter district assessments or End-of-Course exams and update school improvement plans (ASIP) based on results. Complete IMM tool. June 2011 Evaluation report done and changes needed for 2011-2012 planned. 2011 summer education programs begin.

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?

Approved CCS goals include improving student achievement by reducing the percentage of students scoring at basic or limited on the state assessments to meet AYP through safe harbor or growth targets, as well as meeting or exceeding value added in grades 4-8 in both math and reading. A goal for the SIG grant is to reduce the achievement gap between white, non-white, students with disabilities, and Limited English Proficient students in each OAA/OGT subject area by 10% each year. The high school's receiving grant funds will have graduation rate goals to improve by 5% annually and close the graduation gap between white and non-white students to less than 5 percentage points. The final assessment goal is an average increase in OTELA scaled composite score (point score) of 50 points increase each year. Process goals include all staff engage in high quality, on-going professional development and the use of research-based instructional strategies to impact the quality, content, and structure of teaching and learning. CCS plans to use these SIG funds to assist in meeting all school and district goals. CCS will be monitoring the improvement process with a district-level staff member dedicated to the 100% Project and a contract with an external evaluator. Monitoring throughout the year will be done by at many levels (IM/M tool, Principal, District Leadership, and External Evaluator) and will include: -Student result data (quarterly assessments, grades, attendance rates, and discipline) -Observational data -Interview data -District/building documentation -IM/M Tool completion Research Design Methods: In addition to simple calculations comparing prior year scores on the OAA and OGT, CCS will contract with an external provider to embark on a more rigorous academic evaluation of the school reform efforts. Effect sizes of the two main interventions of class size reduction and instructional coaches will attempt to be measured. This grant has the correct conditions for a group-randomized study with school as the group. Means and percentages will be compared to assess the comparability of teachers in groups for years teaching, years teaching reading, education, grade-level and certification status. The teacher attrition rate, parent involvement, and school satisfaction will also be compared across schools. Data Analytic Strategy: In addition to answering primary questions about efficacy of the

class size reduction and coaching interventions, a variety of secondary questions will be answered, such as: examining instructional quality as a mediating variable in the link between intervention and achievement; and exploring the covariation of multiple outcome measures. The unit of observation is teachers in the model to assess impact of the intervention on instructional quality, and students in the model to assess impact of the intervention on achievement.

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.

The Transformation model selected for the Tier I and II schools and the improvement strategies selected for the Tier III schools are based on an integrated approach to address academic and non-academic barriers to student achievement. The goal is to give those buildings the resources they need to continue the implementation of an established reform strategy (as in the case with Linden-McKinley HS - the STEM curriculum was implemented this year) or to begin one. The addition of highly qualified classroom teachers in reading and mathematics was selected as a research-based strategy to reduce class size and improve student outcomes. As research has shown, reduced class size for public school students had positive effects on educational outcomes. The average student in the small classes scored higher on standardized tests than the students in the regular-sized classes, and this effect diminished only slightly in follow-up grade levels (What Works Clearing House, The Tennessee Class-Size Experiment). The second set of strategies creates a classroom support system for teachers through instructional coaches in core content areas and the use of data to drive classroom decisions. The goal of the instructional coaches is to assist teachers in developing knowledge of the theory underlying reading comprehension or numeracy instruction, pedagogical skill, and ability to work effectively with each student. Higher quality reading and math instruction, in turn, is expected to improve students' reading comprehension skills and number sense, two standards that CCS lags behind the state average. Data on assessments is easily accessible to all CCS teachers and there are many opportunities to improve what teachers actually do with the information they gather. The data coaches will assist schools in using summative and formative assessment results to guide classroom instruction. Research shows that descriptive feedback through formative assessments is a significant instructional strategy to move students forward in their learning which is why it was selected for the SIG schools Key Measures: The primary outcomes for this study are students' reading and math achievement assessed on the OAA or OGT for grades 3 - 10 and the Text Reading Comprehension (TRC) assessment administered in the fall, winter, and spring of each study year for grades K-2. The school's progress will be monitored throughout the year with district quarterly assessments in each core content area in October, February, and May; attendance and discipline data are review monthly, and qualitative analysis of walk-throughs will occur quarterly. Measures for high schools: Percentage of 9th graders matriculating to grade 10 on-time, AP courses taken, ACT scores, amount of college scholarships awarded, and percentage of students attending a public higher education institution (Board of Regents data). Measures for middle school include the number of students earning high school credits, number of students increasing SRI scores by 75, and the numbers of level two or three discipline incidences. Any effects sizes gained through a scholarly study of a specific intervention are expected to be consistent with the literature. Family and Teacher survey results will also be used to determine effectiveness and satisfaction with the reform. Secondary Outcomes: Other secondary outcomes for the evaluation include teachers' experience of coaching, instructing in a reduced class size, impact of additional supports to address non-academic barriers, and the effects of extended instructional time. Teachers' coaching experiences will be assessed on surveys administered at start and at the end of each academic year. Instructional quality will be assessed by teachers' self-reported descriptions of their practice on surveys, and through independent observations of their instruction.

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.

Columbus City Schools will utilize its $14,692,342.34 year one budget of the School Improvement Grant for the following personnel, professional development, instruction, and parent and community engagement activities. The Tier I and II schools budgets total $8,068,087 and the following explanations apply to only those 7 schools (Tier III is addressed below). Instruction salary and fringes equals $2,790,672 which will be used to hire 19 teachers as reading or math specialists. The remainder of the funds ($1,080,672) will be used for teacher incentive pay for performance, extended time for Twilight school, Saturday school, and after-school tutoring programs. Instruction purchased services includes licenses for web-based instructional software, instructional field trips, and funds for consulting. Instructional supplies are budgeted at $506,100 and capital outlay equals $523,300 to purchase curriculum and instructional technology to implement the programs in each school. Parent involvement salary and fringe ($140,500 and $55,500) is for 2.5 parent/family coordinators and extended time for parent/family involvement activities. Parent involvement purchased services and supplies ($17,400 and $55,000) is for an additional parent consultant and materials and supplies to support the PI activities. The professional development salary ($1,090,800) and fringes ($315,940) will support 9 instructional coaches in reading, math, science, and data analysis. The additional funds will support extended time or substitutes for professional learning communities and peer-to-peer observations, and vertical and content area planning. Professional development purchased services includes funds for conferences, contracts with external providers for PD or consulting services on-site, and web-based software licenses. PD supplies ($36,500) and equipment ($523,300) will be used for materials and technology to support PD activities. Administrative costs for salary ($90,000) and fringe ($30,000) covers the costs of hiring an Instructional Leader at the Global Academy. Support services salary ($900,560) and fringes ($342,140) includes hiring 8 instructional assistants and performance incentives for classified instructional staff, adding nursing, librarian, therapist, student services managers, and project managers based on the school's plan. Support services purchased service includes contract for social services which are estimated to total $123,000. The Tier III schools budget totals $6,400,000. The funds are budgeted in professional development salary ($2,880,000) and fringes ($920,000) for 40 schools to hire an instructional coach, with funds in supplies ($162,000) and equipment ($100,000) to support the intervention. Professional development purchased services is budgeted at $200,000 to support a contract with an external provider for on-site services. Support salary ($1,474,000) and fringes ($529,000) are budgeted to cover 22 schools adding a staff member to address non-academic barriers to implement PBIS, counseling, social workers, or parent involvement programs. Administrator salary ($100,000) and fringes ($35,000) would be used to hire a Director of School Reform dedicated to overseeing the project. Indirect costs are 1.55% or $224,255.34.

14,692,342.34 FY11 proposed LEA budget

13,587,478.00 FY12 proposed LEA budget

12,901,000.00 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.

Our district mission statement is: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community. This grant will be known within the district as part of The 100% Project, which will directly impact all leadership, instructional staff, and students in eligible schools. The 100% Project is a collaborative effort of the Columbus City Schools (CCS), the Columbus Education Association (CEA) and our partners. To be successful, the 100% Project must align with district initiatives to ensure maximum impact during implementation. The educational goals that the 100% Project strives to ultimately accomplish in the 3 year implementation of the SIG in eligible schools are: meet AYP; meet or exceed the value-added standard for growth, and increase the graduation rate to 90%. The main strategies to address the four grant requirements are listed. (1) Developing and Increasing teacher and school leader effectiveness: The Tier I and II schools will offer pay for performance as part of their Transformation plans. Each school sets criteria for rewards based on improving student growth or outcomes on the state/local assessments. The district will form a joint planning committee to develop a new teacher evaluation system that takes into account student growth. The members of the committee will include district management, school leaders, CEA representatives, and teachers. Strong instructional leadership includes developing both administrative and teacher leaders with a clear vision and focus to unify staff, which will occur through focused PD. (2) Comprehensive instructional reform strategies: Literacy across the curriculum and integrating technology are the main curriculum focuses of the grant. The Tier I and II schools will add teachers in reading, math, or science to reduce class size. In addition, instructional coaches will provide job-embedded professional development on content areas, pedagogy, and use of data to drive instruction. A scientifically research-based reading program will be implemented in the middle and high schools to address adolescent literacy (including ELL students) and formative assessments delivered on a handheld device will guide literacy instruction in the elementary grades. Extended instructional programs including Twilight school and after-school tutoring will be offered. (3) Increasing learning time and creating community-oriented schools: Improving school and classroom climate means implementing clear, consistent discipline, using incentives and rewards to encourage good student behavior, and ensuring that parents and community members feel welcome and invited to participate in the education process. Each school has plans to increase parent and community involvement including training using free web-based educational tools that parents can use at home with their children, linking non-academic needs with community resources, and contracting with external agencies to provide counseling and social services support. (4) Providing operational flexibility and sustained support: The district supports the SIG plans and will work within the Reform Panel process to grant flexibility to implement all strategies. A district level advocate for the Tier I and II schools will be hired to assist with sustaining support, as well as working closing with the State Support Team from the ESC. The 100% Project will give the SIG eligible schools additional support to serve as models for the rest of the district in the areas of professional development, parent engagement and district/association/and external partner collaboration. CCS and CEA will collaborate with internal and external partners in order to leverage resources that will support and sustain this effort to raise achievement levels for all students and to close achievement gaps.

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 Jill Dannemiller, Director of Federal Programs, April 26th, 2010

SI Building Overview

Columbus City School District (043802) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

There are **80** 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
138099	COLUMBUS GLOBAL ACADEMY	Tier I	SI 2	484	1,136,000.00	1,106,000.00	936,000.00	☐	☐	Transformatic
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey									
005827	Champion	Tier I	SI 8	294	1,153,147.00	1,003,147.00	953,147.00	☐	☐	Transformatic
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey									
021030	Linden-Mckinley STEM	Tier I	SI 3	571	1,597,500.00	1,297,500.00	1,097,500.00	☐	☐	Transformatic
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey									
035253	Southmoor	Tier I	SI 6	268	1,314,000.00	1,014,000.00	914,000.00	☐	☐	Transformatic
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey									
040188	Weinland Park	Tier I	SI 5	396	884,400.00	880,400.00	784,400.00	☐	☐	Transformatic
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey									
040527	West	Tier I	SI 5	1043	1,168,140.00	968,140.00	868,140.00	☐	☐	Transformatic
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey									
000513	Alum Crest	Tier II	At Risk	126	814,900.00	790,900.00	750,900.00	☐	☐	Transformatic
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1)									

Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
001008	Arlington Park	Tier III	SI 4	287	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
010876	Arts Impact (Aims)	Tier III	SI 2 D	487	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
001396	Avondale	Tier III	SI 3	312	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
068528	Beechcroft	Tier III	SI 1 D	803	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
002071	Beery	Tier III	SI 6	290	0.00	0.00	0.00	☐	☐	Closure
067728	Briggs	Tier III	SI 1	1029	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
003665	Broadleigh	Tier III	SI 5	319	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
003764	Brookhaven	Tier III	SI 6	881	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
004135	Buckeye	Tier III	SI 4	540	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6)										

Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
004341	Burroughs	Tier III	SI 6	345	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
024653	Cassady Alternative	Tier III	SI 4	348	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
006726	Clinton	Tier III	SI 6	390	0.00	0.00	0.00	☐	☐	Closure
025163	Col. Africentric EC ES	Tier III	SI 4	309	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
008037	Dana Avenue	Tier III	SI 4	404	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
008417	Deshler	Tier III	SI 9	234	0.00	0.00	0.00	☐	☐	Closure
008581	Dominion	Tier III	SI 2 D	555	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
008664	Douglas Alternative	Tier III	SI 4	217	0.00	0.00	0.00	☐	☐	Closure
009233	Eakin	Tier III	SI 5	320	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3)										

Family Satisfaction Survey										
009001	East Columbus	Tier III	SI 3	379	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
009514	East on Arcadia	Tier III	SI 5	749	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
009076	East Linden ES	Tier III	SI 5	294	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
000435	Eastgate	Tier III	SI 3 D	316	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
009613	Easthaven	Tier III	OK	324	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
009662	Eastmoor	Tier III	SI 7	353	0.00	0.00	0.00	☐	☐	Closure
010900	Fair Alternative	Tier III	SI 4	271	0.00	0.00	0.00	☐	☐	Closure
011189	Fairmoor	Tier III	SI 4	484	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
011312	Fairwood Alternative	Tier III	SI 4	408	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD										

Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
011957	Forest Park	Tier III	SI 3	376	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
012351	Franklin Alternative	Tier III	SI 3 D	433	0.00	0.00	0.00	☐	☐	Closure
013334	Georgian Hts Alt @ Old Wedgwoo	Tier III	SI 1 D	450	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
014902	Hamilton	Tier III	SI 6	434	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
015982	Heyl Avenue	Tier III	SI 6	240	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
016113	Highland	Tier III	SI 6	336	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
016386	Hilltonia	Tier III	SI 7	575	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
017228	Huy	Tier III	OK	321	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										

017442	Indianola MS	Tier III	SI 10	356	0.00	0.00	0.00	☐	☐	Closure
067744	Innis	Tier III	SI 4	360	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
018465	Johnson Park	Tier III	SI 4	361	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
020024	Leawood	Tier III	SI 3	300	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
067751	Liberty	Tier III	SI 4	312	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
020974	Lincoln Park	Tier III	SI 5	348	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
021014	Lindbergh	Tier III	SI 3 D	257	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
021022	Linden	Tier III	SI 5	557	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
000436	Literature Based Alternative	Tier III	SI 5	194	0.00	0.00	0.00	☐	☐	Closure

021147	Livingston	Tier III	SI 9	290	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey

023275	Maybury	Tier III	SI 4	356	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey

024067	Medina	Tier III	SI 7	362	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey

070078	Mifflin Alternative	Tier III	SI 4	296	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey

024661	Mifflin	Tier III	SI 2	692	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey

025346	Monroe Alternative	Tier III	SI 3	427	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey

026245	North Linden	Tier III	SI 4	310	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey

027680	Northland	Tier III	SI 1 D	1150	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey

028316	Oakmont	Tier III	OK	311	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
028423	Ohio Avenue	Tier III	SI 7	342	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
033464	Salem	Tier III	SI 4	345	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
033894	Scottwood	Tier III	SI 5	355	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
034439	Sherwood	Tier III	SI 2	416	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
034587	Siebert	Tier III	SI 2	279	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
033258	South Mifflin	Tier III	SI 7	342	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
035279	Southwood	Tier III	SI 4	348	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
035824	Starling	Tier III	SI 6	288	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family										

Satisfaction Survey										
036392	Sullivant	Tier III	SI 5	267	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
037499	Trevitt	Tier III	SI 6	241	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
038091	Valley Forge	Tier III	SI 4	402	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
039107	Walnut Ridge	Tier III	SI 6	843	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
006387	Watkins	Tier III	SI 2	416	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
040162	Wedgewood	Tier III	SI 5	571	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
038562	West Broad	Tier III	SI 4	470	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
040782	Westmoor	Tier III	SI 3 D	480	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
040964	Whetstone	Tier III	SI 5	997	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies

Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Graduation Test 2) Performance Index Score 3) Local Report Card Rating 4) OTELA Scores 5) Achievement and Graduation Gaps 6) 9th Grade Students Matriculating On-Time 7) College Scholarship Dollars Earned 8) AP Courses Taken 9) District Quarterly Assessment and End-Of-Course Exam Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
041749	Windsor	Tier III	SI 4	354	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) Text Reading Comprehension Levels 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
042184	Woodward Park	Tier III	SI 4	852	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										
042499	Yorktown	Tier III	SI 4	499	100,000.00	100,000.00	100,000.00	☐	☐	SI Strategies
Student Performance - Current Year And 3 Year Trend (Where Applicable) 1) Ohio Achievement Assessment 2) Value-Added Rating 3) Performance Index Score 4) Local Report Card Rating 5) OTELA Scores 6) Achievement Gaps 7) High School Credits Earned 8) District Quarterly Assessment Results Conditions For Learning 1) Student Attendance Rates 2) Student Discipline Rates 3) Staff Regular and PD Attendance Rate 4) Percentage of Federal Funds Spent Within Grant Year Aligned With School Improvement Plan Staff/Family Satisfaction 1) Teacher Evaluations Of PD Offerings 2) Teacher Satisfaction Survey 3) Family Satisfaction Survey										

Plan Relationships

Columbus City School District (043802) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (5)

Go To

Related Goals

G 1) Improving Academic Achievement in Core Subjects

Description:

In the 2010-11 school year, the goal is to meet AYP in reading and math at the district level, remain in Continous Improvement by earning at least an 80 on the performance index score, and meet state proficiency standards all five subjects on the OGT. By 2013-2014, 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:

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 in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)), as well as the district's performance index score, and value-added summary measure.

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$41,353,942	$35,271,511
Neglected, Title I		$247,750	$251,475
Delinquent, Title I-D		$153,900	$128,017
School Improvement Sub A, Title I		$4,200,000	$2,850,000
Improving Teacher Quality, Title II-A		$6,125,300	$5,977,971
Technology, Title II-D (Formula)		$360,000	$121,150
LEP, Title III		$1,065,360	$755,676
Immigrant, Title III		$196,050	$00
Innovative Programs, Title V		$25,000	$00
Special Education, Part B-IDEA		$12,695,600	$12,999,564
Early Childhood Spec Education, IDEA		$231,100	$230,595
Consolidated Total:		**$66,654,002**	**$58,585,959**
Career-Technical and Adult Education			
Adult Full Service Center		$18,000	$00
Carl D. Perkins Adult		$168,348	$00
Carl D. Perkins Secondary		$2,236,339	$00
High Schools That Work - Sites		$35,000	$00
Career-Technical and Adult Education Total:		**$2,457,687**	**$00**
Alternative Education Challenge			
Alternative Education Challenge		$566,149	$324,940

Alternative Education Challenge Total:	**$566,149**	**$324,940**
McKinney-Vento Homeless Assistance Program		
McKinney-Vento Homeless Assistance Program	$360,000	$378,800
McKinney-Vento Homeless Assistance Program Total:	**$360,000**	**$378,800**
Early Childhood Education (Entitlement)		
Early Childhood Education	$312,000	$312,000
Early Childhood Education (Entitlement) Total:	**$312,000**	**$312,000**
Early Childhood Education (Public Preschool)		
Early Childhood Education (Public Preschool)	$508,674	$10
Early Childhood Education (Public Preschool) Total:	**$508,674**	**$10**
Reading First		
Reading First	$1,326,700	$876,835
Reading First Total:	**$1,326,700**	**$876,835**
Title II-D (Competitive)		
Title II-D (Competitive)	$1,592,000	$1,322,100
Title II-D (Competitive) Total:	**$1,592,000**	**$1,322,100**
Project Lead The Way		
PLTW - Middle School	$70,000	$00
PLTW - Pre-Engineering	$150,000	$00
PLTW - Biomedical	$35,000	$00
Project Lead The Way Total:	**$255,000**	**$00**
ARRA Title II-D (Competitive)		
ARRA Title II-D (Competitive)	$2,644,200	$4,380,000
ARRA Title II-D (Competitive) Total:	**$2,644,200**	**$4,380,000**
The American Recovery and Reinvestment Act (ARRA)		
ARRA Title I	$37,377,454	$24,046,347
ARRA Neglected, Title I	$181,759	$129,219
ARRA Delinquent, Title I	$105,293	$91,330
ARRA School Improvement, Title I	$00	$4,620,000
ARRA McKinney-Vento Homeless Assistance Program	$257,864	$219,120
ARRA Special Education, Part B-IDEA	$15,419,961	$12,911,331
ARRA Early Childhood Spec Education, IDEA	$505,941	$382,893
The American Recovery and Reinvestment Act (ARRA) Total:	**$53,848,272**	**$42,400,240**
School Improvement Competitive 1003 (g)		
School Improvement Competitive 1003 (g)	$00	$14,692,342

School Improvement Competitive 1003 (g) Total:	**$00**	**$14,692,342**
Grand Total:	**$130,524,684**	**$123,273,226**

S 1.1) Prevention/Intervention in core academic subjects.

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading/language arts, mathematics, and science.

S 1.2) Prof Develop - Improve Student Performance

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance at elementary level, focus on assisting teachers in developing a deeper knowledge base the core academic content areas. As part of the district's K-12 alignment effort, CCS is continuing to participate in the Harvard University project based on medical rounds with Richard Elmore. In addition, the School Leadership Teams will be given quarterly training on the All School Improvement Plan process to incorporate updates to their plans based on assessment, grades, attendance, discipline, and other data. The district is also incorporating a "vertical slice" model based on work with the consultants called Teamworks that aims to align feeder patterns so planning is K-12.

S 1.3) Prof Develop - Understand Student Needs

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

S 1.4) Technology That Impacts Teaching and Learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results. To help students develop twenty-first century skills including critical thinking and problem solving, communication and collaboration, media literacy, leadership and productivity, adaptability and accountability. Through their work, students are developing a deeper understanding of the content all while acquiring skills in communication, critical thinking and information and media literacy. These students are preparing to live and work in the 21st century.

S 1.5) Comprehensive Family Literacy Services

Description:

Provide the four components of adult education, early childhood education, parenting education, and parent/child time together in an intense, holistic program for families living in poverty with adults who need literacy skill enhancement and have children ages birth to eight.

S 1.6) Content Area Expertise and Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size and help improve student achievement for all high poverty schools. These teachers will have content expertise in math/science, intensive PD in those areas throughout the year, and will reduce class size by working with half a class at a time. These teachers are expected to be the instructional leaders in the school in math/science and provide job-embedded PD to the other teachers. The grades targeted will be 4, 5, 8, and 9 and funding is from Title I and Title II-A.

S 1.7) Utilize a comprehensive curriculum and Ohio's Early Learning Content Standards

Description:

CCS preschool teachers (except those who are participating in pilot programming or grant initiatives) will use ODE's Connections: A Curriculum Framework for Continuity: Teaching and Learning for Ohio's Children Ages 3 through grade 3 and ODE Early Learning Content Standards as the basis for planning and teaching.

S 1.8) State Content Standards Alignment

Description:

Align curriculum, instruction and assessment with the State's challenging academic content standards. Aligned is based on scientifically based research and best practices.

S 1.9) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. In addition, funds will be used to support educational field trips that are directly related to State Academic Content Standards, specific GLIS, and will improve academic achievement by providing hands-on experiences outside of the classroom.

S 1.10) Highly Qualified Teachers

Description:

The Director of Staffing in the Human Resources Department is the single point of contact who works directly with school administrators and ODE staff on HQ issues. The district uses the ODE HQT forms and holds an in-serivce for all new teachers annually. The Principal and district Attestation forms are on file with the HR department and at each school for all teachers - Title I and non-Title I. Nonpublic Title I school staff attestation forms are maintained by the Office of Nonpublic School Services. HR annually reviews and updates policies and procedures regarding employment and HQT requirements. Individual plans are developed with the professional development office for each teacher that still needs to meet the HQT requirements.

S 1.11) Health and Wellness

Description:

Health and wellness are vital for students to be engaged, active participants in their education. To help every child succeed, CCS provides for the health and wellness of its students to the extent possible through school breakfast and lunch programs, nurses and social workers on-site, and education for students.

S 1.12) Policies to Improve Results

Description:

Develop policies that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

S 1.13) Systems of Intervention and Special Education

Description:

Align systems of intervention and special education with curriculum, instruction and assessment based on scientifically based research and best practices and with the state's academic content standards.

S 1.14) All district leadership, principals, and teachers will use data to plan instruction and intervention for students.

Description:

Use scientifically based research (screening, diagnostic and classroom achievement) periodic and quarterly assessments to track individual student progress and inform instruction that is aligned with Ohio ACS. District, classroom, and student data is accessed and monitored through the Curriculum Information Management System (CiMS). Every principal and many teachers have received training on using CiMS, how to analyze the data, and use it to make decisions in the classroom. The training on using data to drive classroom decisions will continue this school year.

S 1.15) Data Collection and Analysis

Description:

Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results.

S 1.16) Address teaching and learning needs related to academic problems of low achieving students

Description:

Classroom teachers will be expected to use differentiated instruction when implementing lessons. Principals will be expected to monitor classroom instruction to look for evidence of differentiated instruction being used in the teaching of core academic subjects, and internal and external coaches will be expected to model lessons using differentiated instruction. Safety net teachers are in Title I funded

schools to provide supplemental instruction in reading and math.

S 1.17) High quality professional development of instructional staff

Description:

In the 2010-11 school year, the district will have three districtwide PD days for instructional staff in December, February, and May. These Professional Development Days are sessions that will be offered as strands for all district teachers and will be held in district buildings and off-site. A strand occurs over time and focuses on a single topic or practice. Strands are envisioned as a way of providing continuity to the training sessions and ensuring that new practices are implemented. Strands have the following characteristics- A strand supports a collaborative community of learners (the same group of participants will be together for all three days). Each day will build on previous learning, allowing for a depth of coverage that is not possible in a one day workshop. Strands are linked to daily practice. Sessions will focus on improving practice and not be purely theoretical, hypothetical, or informational. Participants implement new learning between sessions and share results in subsequent sessions.

S 1.18) Address priorities to strengthen the core academic program

Description:

Priorities to strengthen the core academic program are site-based, sustained, high quality professional development to increase school's ability to focus on areas of weakness as determined by data analysis of periodic, quarterly, OAT/OGT data, attendance, and discipline issues. In addition, supplemental texts in math and the second year of implementing Hartcourt's Storytown in reading will provide a solid basal and foundation for teachers to utilize. The departmentalization of reading, math, and science at the elementary level carries the expectation that increased teacher knowledge of the pedagogy and content in those subjects, paired with a new approach to the learning through the new texts will result in increased academic achievement for students. School Improvement coaches are working in 58 schools to provide classroom level data interpretation and research-based strategies to address issues based on observation and assessment data. The strategies recommendaed by the coaches will serve as the basis of a data-base accessible to all schools for school improvement planning.

S 1.19) District Improvement (Adequate Yearly Progress) issues

Description:

The implementation of the district corrective action plan will continue and the district has engaged in the Ohio Improvement Process with the State Support Team. Pursuant to the requirements for Title II-A accountability outlined in NCLB, Section 2141 since CCS is not at 100% HQT and CCS has failed to make adequate yearly progress for four consecutive years, the analysis of the TDF file and efforts to recruit and retain highly qualified teachers will continue to improve. HQT data indicate the schools with high pops. of students with disabilities and high schools are most likely to have lower percentages of HQT. Funding will continue to support teachers in these areas get their HQT requirements. EMIS data will continue to aid the district and ODE track CCS progress on meeting 100% HQT. Data driven discussions, action plans, and strategy review will be paramount in addressing the issues of AYP at the school and district level. Constant monitoring of each student's learning through the Curriculum Management System (CIMS) will continue to inform teachers, principals, and administrators on students progress throughout the year. The IEP process will ensure that students with disabilities are given the required tests in an appropriate way - with or w/o accommodations or an alternate - that will meet their needs. LEP student needs will be addressed through supplemental instruction aimed at increasing English language fluency and academic rigor.

S 1.20) Promote effective parental involvement

Description:

Effective parental involvement will be promoted at the building and district level. There will be districtwide meetings with parent liaisons and parent consultants representing all buildings in the district. These meetings will occur on at least a quarterly basis. These parents will be given information on current practices and policies that affect their child's education. They will be be given instruction that will help them work with their children to improve academic achievement in reading and mathematics along with nutrition and health. The parent liaisons will be expected to carry back to their respective schools the information learned from the districtwide meetings. In addition, they will be expected to work with other parents at their schools to get them involved at the building level by serving on committees such as the School Leadership Team, and will be encouraged to be part of other important roles within the schools. The district will also have outreach programs for the families of our homesless students.

S 1.21) Promote and utilize differentiated instruction with Special Education population

Description:

Provide focused supplemental supports and interventions for students with disabilities with primary focus in math and language arts (reading and writing). Develop an environment within the school which encourages everyone to contribute to student learning.

S 1.22) Using technology to provide access and improve performance for student's with disabilities.

Description:

Use technology which reduces or removes traditional barriers which student's with disabilities encounter when attempting to access or participate in the general education curriculum. Acquire and offer high quality training in using software to enhance student reading, writing and math skills and output.

S 1.23) Meet 21 IDEIA indicators required for Ohio's State Performance Plan

Description:

Continue to meet 21 IDEIA indicators for compliance. All indicators were met in 2008-09 by implementing strategies listed in the corrective action plans approved by ODE: Completion of initial evaluations w/in 60 days from receipt of parental consent and indicator 13: transition services planning for students w/disabilities aged 16 and above. CCS will continue to implement activities to meet all indicators required for IDEIA compliance.

S 1.24) Special Education-Ensure that teachers have the knowledge, skills, and expertise to effectively deliver instruction to increase academic achievement for all students.

Description:

Columbus Public Schools will improve it educators' ability to effectively deliver a standards-based curriculum.

S 1.25) Expand district Pre-K and Review Structure of Kindergarten Across district

Description:

CCS is expanding it's districtwide pre-kindergarten program by adding 4-5 sites at economically disadvantaged and academically needy schools. The district's pre-k classes are scientifically research-based programs that have proven to increase kindergarten readiness for students that attend (KRA-L results for CCS pre-k compared to all others). In addition, CCS is committeed to evaluating and reviewing the structure of kindergarten, grades 1 and 2 across the district.

S 1.26) 100% of teachers in core academic subjects meet HQ requirements

Description:

According to the most recent HQ data available, there are 57 teachers (out of approximately 4,000) instructing 33 classes that are not HQ. For those teachers who are not HQT or who plan to transfer to a core subject area that they are not currently highly qualified to teach, the district assists them through individualized HQT plans. District will ensure that 100% of teachers in core academic subjects meet HQ requirements or are eligible to continue pursing the HOUSSE provision to become HQ. For those teachers that need to meet HQ requirements, including intervention specialists, an individual plan is created with the assistance of our professional development office. Professional development opportunties for the teachers to become HQ are available throughout the year from the district as well as Ashland Unv, Ohio State U, ODU, and other IHE partners. The PD plan is evaluated and updated annually to align with teacher, building, and district needs and priorities that advance teachers' content knowledge and provide instructional strategies to help students meet state standards. District's IPDPs are web-based and aligned with the Ohio Professional Development Standards.

S 1.27) Core academic HQT assignments are distributed equitably in high-poverty

Description:

According to the analysis based on the most recent teacher distribution file, 16 schools have more than 10% of at least one core courese taught by non-HQ teachers. Out of the 16 total, 3 schools are not considered high poverty (the majority of CCS schools are considered high poverty) so there is a higher percentage of high poverty schools that have at least one core course taught by a non-HQ teacher. The district uses all available certification and licensure information in an attempt to assign all courses to a HQ teacher when possible. A non-HQ assignment most often occurs when a long-term substitute is in place due to an unforeseen circumstance with the originally assigned teacher. The district ensures that high poverty schools have HQ and experienced teachers through incentives such as the TAP program, the Performance Advancement System, and extra pay for Nationally Board Certified Teachers. Additionally, through the Peer Assistance and Review (PAR) mentoring program, the district works with the union to provide assistance and support to new teachers.

S 1.28) Fiscal and human resources are targeted in the schools with the lowest % of HQ Teachers

Description:

The Professional Development Department coordinates and documents the use of resources to support teachers that still need to meet the HQ requirements. Coordination of funds from Title I, Title II Parts A and D, IDEIA, state, and local sources are used to ensure that all teachers meet HQ requirements. These funds provide PD opportunities during the day (using substitutes), after-school, and on Saturdays, as well as credit reimbursement to teachers. Additionally, the federal ARRA funds will support even greater opportunities for PD this year, allowing the district to have 3 student release days for staff to attend high quality sessions in one area. Factors requiring HQT status to be addressed include instructing middle schools students, students with disabilities, and struggling readers in grades k-3 and 6/7. Lowest achieving students will be identified and provided specific interventions.

S 1.29) Reduction of non-academic barriers to improve student achievement

Description:

Federal funds will be used to reduce non-academic barriers with counselors, social workers, psychologists, and nurses in the schools. They will work through social and heath issues with students so they can focus on focus on their academic achievement.

Related District/Agency Plan Action Steps

G 1) Improving Academic Achievement in Core Subjects

S 1.1) Prevention/Intervention in core academic subjects.

AS 1.1.1) Tutoring, Summer School and Expanded Learning Opportunities in core academic subjects.

Description:

Students at risk of not meeting the state academic standards in reading and math will receive tutoring, summer school and expanded learning opportunities to pass the Achievement and Graduation test subject areas not previously passed. In school tutors will focus on improving the reading levels of students below grade level in grades K-3 as determined by the DIBELS assessment. Summer school provides additional time for intervention in reading and math, as well as credit recovery for middle and high schools students that failed a core academic course. These services are provided to CCS students and non-public students served by Title I dollars. Training on curriculum to support these efforts will be done for all district staff teaching during the extended time, including after-school and summer programs. All curriculum used is aligned to state academic content standards and the district curriculum.

Grant

21st Century

21st Century

Consolidated

Title I

Improving Teacher Quality, Title II-A

LEP, Title III

Special Education, Part B-IDEA

Poverty Based Assistance (PBA)

PBA Academic Intervention

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.9) Instructional and Educational Materials

AS 1.9.2) Purchase supplemental materials that support district curriculum

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Materials purchased with Title I and IDEIA funds will be used for reading, mathematics, science, and other core content areas to each eligible student. SIG funds will support the school reform model being implemented in the school (if awarded). This may include

instructional technology, laptops, or incentives for students to reward excellent performance.

Grant
Consolidated
Title I
Improving Teacher Quality, Title II-A
Special Education, Part B-IDEA
McKinney-Vento Homeless Assistance Program
McKinney-Vento Homeless Assistance Program
The American Recovery and Reinvestment Act (ARRA)
ARRA Title I
ARRA Special Education, Part B-IDEA
School Improvement Competitive 1003 (g)
School Improvement Competitive 1003 (g)

S 1.10) Highly Qualified Teachers

AS 1.10.3) Development of a new teacher evaluation system

Description:

CCS leadership at the district, building, and teacher level will continue to work with the CEA and ODE to develop a new teacher evaluation system that includes students growth as a component. This work will be done in compliance with the requirements of the SIG and RttT (if awarded).

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

S 1.12) Policies to Improve Results

AS 1.12.4) Policies to give SIG awarded schools autonomy and support

Description:

CCS leadership will implement policies to give SIG awarded schools autonomy and support needed for the school reform efforts at each site. The Reform Panel was developed jointly by the Columbus Education Association and the Columbus City School District to address the need to allow changes in the Master Agreement between periodic rounds of negotiations. The Reform Panel facilitates the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the District, (b) requests for variances from the current contract that are submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations made by committees created by the panel. The panel operates as a joint committee with the district management and the CEA. In addition, the SIG plans include hiring a district level administrator and school level support to act as an advocate and monitor for the implementation the grant. The Director of the School Reform will be called upon to provide services that will provide leadership for each Tier I, II, and III SIG school to ensure coordination of programs, funds (general find, Title I regular and ARRA, SIG, and other grants), and strategies. This coordination will take place at the school level by hiring support for some Tier I and II schools, and at the district level for all SIG schools. Alignment of strategies and funds will ensure that fiscal expenditures implement the reforms to meet the school's goals.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.15) Data Collection and Analysis

AS 1.15.4) SIG data collection, progress monitoring, and external evaluation

Description:

Schools that receive SI funds will attend progress monitoring meetings facilitated by the district and ODE. All schools complete the ASIP and monitor the plan regularly throughout the school year. The initial plan and the periodic review require that schools analyze student achievement, attendance, and discipline data and alter their strategies and actions based upon the analysis. In addition, schools that are required to complete the IM/M tool will do so. The district will also contract with an external provider for an academic evaluation of the interventions funded by the SIG.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Improving Academic Achievement in Core Subjects

S 1.1) Prevention/Intervention in core academic subjects.

AS 1.1.8) SIG Tier III Strategies (Arlington Park Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Arts Impact Middle School (Aims))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) SIG Tier III Strategies (Avalon Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) SIG Tier III Strategies (Beechcroft High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) SIG Tier III Strategies (Briggs High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Broadleigh Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) SIG Tier III Strategies (Brookhaven High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Buckeye Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Burroughs Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.1) Class Size Reduction in Core Content Areas (COLUMBUS GLOBAL ACADEMY)

Description:

CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) School Improvement - Annual evaluation (required for schools requesting SI funding) (COLUMBUS GLOBAL ACADEMY)

Description:

Schools that receive SI funds will attend progress monitoring meetings facilitated by the district and ODE. All schools complete the ASIP and monitor the plan regularly throughout the school year. The initial plan and the periodic review require that schools analyze student achievement, attendance, and discipline data and alter their strategies and actions based upon the analysis. In additions, schools that are required to complete the IM/M tool will do so. The district will also contract with an external provider for an academic evaluation of the interventions funded by the SIG.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.13) SIG Tier III Strategies (Cassady Alternative Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Columbus Africentric Early College Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (Dana Avenue Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (Dominion Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (Eakin Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (East Columbus Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (East High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an

external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (East Linden Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) SIG Tier III Strategies (Eastgate Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (Easthaven Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (Fairmoor Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an

external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.12) SIG Tier III Strategies (Fairwood Alternative Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Forest Park Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (Georgian Heights Alt Elementary School @ Old Wedgewood MS)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Hamilton STEM Academy (K-6))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or

math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.13) SIG Tier III Strategies (Heyl Avenue Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.14) SIG Tier III Strategies (Highland Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (Hilltonia Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) SIG Tier III Strategies (Huy Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or

math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Innis Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (Johnson Park Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) SIG Tier III Strategies (Leawood Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (Liberty Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (Lincoln Park Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) SIG Tier III Strategies (Lindbergh Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (Linden STEM Academy (K-6))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) SW-Strategies to strengthen the core program and extend learning time (Linden-Mckinley STEM School on Arcadia)

Description:

Each school will strengthen the core academic program by placing math/science specialists along with reading/social students specialists in grade 8 in MS and grade 9 in HS. By pairing these teachers, the class sizes are reduced, the content delivery is improved, and the professional development is focused and job-embedded. Extended learning opportunities will be available for students through tutoring provided by Columbus teachers and/or SES providers in reading and mathematics. The tutoring will focus on helping students pass achievement tests. Teachers/tutors will base their instruction on the item analysis received from the state's reading and math OGTs and other assessments. Students will also be give the opportunity to have instructional field experiences as part of the STEM project-based learning curriculum.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (Livingston Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Maybury Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) SIG Tier III Strategies (Medina Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Mifflin Alternative Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) SIG Tier III Strategies (Mifflin High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Monroe Alternative Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (North Linden Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Oakmont Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Ohio Avenue Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (Salem Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Scottwood Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Sherwood Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Siebert Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) SIG Tier III Strategies (South Mifflin STEM Academy (K-6))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) SIG Tier III Strategies (Southwood Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Starling Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.14) SIG Tier III Strategies (Sullivant Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Trevitt Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Valley Forge Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) SIG Tier III Strategies (Walnut Ridge High School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) SIG Tier III Strategies (Watkins Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (Wedgewood Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.1) After school tutoring and Expanded Learning Opportunities in core academic subjects. (Weinland Park Elementary School)

Description:

Identified students will receive tutoring and expanded learning opportunities to pass the proficiency test subject areas not previously passed and to pass academic courses tied to state content standards. Weinland Park will: - Expand Godman Guild After school program - Peer mediation and training during recess offered by Godman Guild - Open school for weekend homework help

Grant

Consolidated

Title I

McKinney-Vento Homeless Assistance Program

McKinney-Vento Homeless Assistance Program

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (West Broad Elementary School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (Westmoor Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Windsor STEM Acadmey (K-6))

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) SIG Tier III Strategies (Woodward Park Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) SIG Tier III Strategies (Yorktown Middle School)

Description:

SIGTier III Strategies - Schools in SIG Tier III will select the school improvement strategy that best fits their school and student needs. The options are hiring a class size reduction teacher in reading or math, hiring a content area specialist/coach, hiring or contracting with an external agency to provide services to address non-academic barriers (counseling, social worker, etc), or contract with an external provider for Professional Learning Community (PLC) development and implementation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.2) Prof Develop - Improve Student Performance

AS 1.2.1) Provide ongoing professional development on the use of technology in the classroom (COLUMBUS GLOBAL ACADEMY)

Description:

Provide ongoing professional development through face-to-face and online courses so that teachers will be able to integrate and use technology resources that are aligned with academic content standards to successfully impact student achievement. Develop and provide training for teachers to be able to create and facilitate online/virtual learning modules for students across all middle and high school content areas, including use of Web 2.0 Internet resources. Courses will enable teachers to meet the ISTE National Education Technology Standards for Teachers and the requirements to qualify as Highly Qualified Teachers. This PD is available for public and nonpublic staff at schools participating in Title II-A and II-D (competitive, ARRA, and formula).

Grant

Consolidated

Title I

Technology, Title II-D (Formula)

Special Education, Part B-IDEA

Early Childhood Spec Education, IDEA

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.2) Provide job-embedded professional development focused on changing instructional practices and increasing teacher capacity through the use of Curriculum Specialists in Reading and Mathematics (Weinland Park Elementary School)

Description:

Provide ongoing, job-embedded, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Curriculum specialists in the areas of reading and mathematics will coach teachers in analyzing data to create appropriate small groups within classes, guide instruction to meet student needs, assist with developing and implementing classroom management strategies, and use research-based best practices in pedagogy. The Reading Curriculum

Specialists will be responsible for support and review of progress monitoring through Text Reading Comprehension and DIBELS assessments, small group development and literacy station implementation, assessment problem-solving, tutor management, and support of teacher mastery of reading strategies. The Math Curriculum Specialist will be responsible for support and review of GLI mastery, small group development and math station implementation, tutor management, lesson development, and support of teacher mastery of math strategies.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) Prof Develop - Understand Student Needs

AS 1.3.1) SW-High quality and continuous professional development for teachers and staff (West High School)

Description:

Staff will be provided high quality ongoing professional development in core subjects. Professional development may take place at the district level or on site. Staff will focus on changing instructional practices and developing a deeper knowledge base to ensure student proficiency in core subjects. The professional development will be determined by analyzing student needs as dictated by State and other assessment results.

Grant

Consolidated

Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.4) Technology That Impacts Teaching and Learning

AS 1.4.1) Technology in the Classroom (Alum Crest High School)

Description:

Every student will receive technology-based instruction and have access to technology and related skill development. Teachers will deliver instruction via whole group and independent learning. Teachers will use presentation stations (includgin Smart Boards) for whole group activities. Students will use mobile laptop computers to participate in the tasks of the lesson so that all students will engage in hands-on learning and gain technology literacy skills. The software will provides solution for differentiated learning to meet each child's academic needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.2) Use technology to impact teaching and learning (West High School)

Description:

Title I, SIG, Title II-D (competitive, ARRA, and formula), and EETT funds will be used to purchase technology equipment and software as requested by individual schools in an effort to provide students the opportunity to use computer technology to improve their achievement and to become proficient in the use of technology. In addition, these funds will be used to help support technology programs designed to enable student, teachers and administrators to access Web 2.0 interactive sites, student data, lesson plans aligned with the district curriculum and OACS, district and state assessment information and other pertinent information that will have a significant impact on improving teaching and learning. This technology will help students develop twenty-first century skills including critical thinking and problem solving, communication and collaboration, media literacy, leadership and productivity, adaptability and accountability.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Technology, Title II-D (Formula)

Title II-D (Competitive)

Title II-D (Competitive)

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.6) Content Area Expertise and Class-Size Reduction

AS 1.6.1) Class Size Reduction in Core Content Areas (Champion Middle School)

Description:

CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) Class Size Reduction in Core Content Areas (Linden-Mckinley STEM School on Arcadia)

Description:

CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) Class Size Reduction in Core Content Areas (Southmoor Middle School)

Description:

CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) Class Size Reduction in Core Content Areas (Weinland Park Elementary School)

Description:

One of the main reasons to reduce class size is that teachers must know the subject matter to meet standards, indicators and benchmarks of the curriculum at these more advanced levels. Research indicates that curriculum standards are better met if the teacher specializes in one subject area. CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) Class Size Reduction in Core Content Areas (West High School)

Description:

One of the main reasons to reduce class size is that teachers must know the subject matter to meet standards, indicators and benchmarks of the curriculum at these more advanced levels. Research indicates that curriculum standards are better met if the teacher specializes in one subject area. CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.10) Highly Qualified Teachers

AS 1.10.3) Recruit, Retain, and Provide Incentives for Instructional Staff (Champion Middle School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.10.1) Recruit, Retain, and Provide Incentives for Instructional Staff (Linden-Mckinley STEM School on Arcadia)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.10.3) Recruit, Retain, and Provide Incentives for Instructional Staff (Weinland Park Elementary School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.12) Policies to Improve Results

AS 1.12.1) Recruit, Retain, and Provide Incentives for Instructional Staff (Alum Crest High School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.12.1) Recruit, Retain, and Provide Incentives for Instructional Staff (COLUMBUS GLOBAL ACADEMY)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.12.2) Recruit, Retain, and Provide Incentives for Instructional Staff (Southmoor Middle School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.12.2) Recruit, Retain, and Provide Incentives for Instructional Staff (West High School)

Description:

The district negotiated agreement includes an administrative stipend to recruit teachers for hard to staff using objective measures to determine effectiveness. In addition, schools receiving the SIG will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system is being piloted at the 7 Tier I and II schools. The incentives will act as both a reward and a recruitment tool for these schools.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.13) Systems of Intervention and Special Education

AS 1.13.1) Class Size Reduction in Core Content Areas (Alum Crest High School)

Description:

One of the main reasons to reduce class size is that teachers must know the subject matter to meet standards, indicators and benchmarks of the curriculum at these more advanced levels. Research indicates that curriculum standards are better met if the teacher specializes in one subject area. CCS would like to use SIG funds to provide teachers as specialists in core content areas to create smaller class sizes and allow teachers to instruct students in their subject areas of expertise. Although research on the effects of class size reduction is by no means unanimous, the balance of

evidence suggests that substantial reductions in class size improve student achievement. The effects are strongest for low-achieving students and for students from poor socio-economic backgrounds. Reducing class size also appears to decrease retention and referrals to special education, and it boosts teachers' morale and job satisfaction. Research on specialization finds that successful programs share 3 practices: 1). Maximize instruct time by changing teachers, not students. 2). To establish strong student/teacher relationships, utilize a from of block scheduling so the students are with the same teacher for extended periods of time during the day 3). Provide specific professional development to implement and support the program so teachers can increase their capacity in their content area and thrive with their students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.15) Data Collection and Analysis

AS 1.15.1) School Improvement - Annual evaluation (required for schools requesting SI funding) (Alum Crest High School)

Description:

Schools that receive SI funds will attend progress monitoring meetings facilitated by the district and ODE. All schools complete the ASIP and monitor the plan regularly throughout the school year. The initial plan and the periodic review require that schools analyze student achievement, attendance, and discipline data and alter their strategies and actions based upon the analysis. In additions, schools that are required to complete the IM/M tool will do so. The district will also contract with an external provider for an academic evaluation of the interventions funded by the SIG.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.15.1) Teacher decisions on the use of assessments to improve student achievement (COLUMBUS GLOBAL ACADEMY)

Description:

The school faculty will analyze current student achievement data, including district quarterly assessments, OATs, and OGTs to determine areas in need of improvement and create the All School Improvement Plan (ASIP) at the beginning of the school year. The schools will use the Columbus Information Management System (CiMS) to access and analyize the data. School faculty will implement the ASIP throughout the school year, revising periodically to assist staff in improving individual student achievement and the overall instructional program.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.17) High quality professional development of instructional staff

AS 1.17.1) Job-embedded professional development through Professional Learning Community Coaching (PLC) to build leadership capacity (Alum Crest High School)

Description:

CCS will engage an outside consultant group and provide extended time for teachers to implement the PLCs. PLCs are a predefined series of professional development engagements occurring over 9-12 months, designed to develop the internal capacity for implementing and sustaining PLCs in a school or district. The sessions are facilitated by one or more PLC Master Coaches, which includes 6 days of on-site training (three sessions, 2 days each) and a robust selection of resources for each participant and school team, plus phone and e-mail support for the duration of the contract. School teams will leave each session with a new set of skills and activities and an action plan for implementing and teaching what they've learned. The sessions include topics to build leadership capacity, as well as practical in-classroom implementation in areas such as: Understand Common Assessments, Involve Students in Their Own Learning, Systematic interventions for all students, and Define ways to celebrate successes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.17.1) Job-embedded professional development through Professional Learning Community Coaching to build leadership capacity (COLUMBUS GLOBAL ACADEMY)

Description:

The Columbus Global Academy will provide separate, high quality, job-embedded PDs for Teachers and assistants covering: Reading Comprehension, Writing, Vocabulary, Literacy across the content areas, and Strategies to improve numeracy for ELLs Substitutes are provided for CGA facilitators/point persons (release time for planning and follow up). CGA will appoint "Point Person" from current CGA staff to implement on going PDs. Outside presenters will be brought in to provide PD on a contractual basis.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.17.2) Provide job-embedded professional development focused on changing instructional practices and increasing teacher capacity through the use of Curriculum Specialists (Linden-Mckinley STEM School on Arcadia)

Description:

Provide ongoing, job-embedded, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. At Linden-McKinley STEM High School, this means assistance with project-based learning in the STEM areas. Curriculum specialists in the areas of reading and mathematics will coach teachers in analyzing data to create appropriate small groups within classes, guide instruction to meet student needs, assist with developing and implementing classroom management strategies, and use research-based best practices in pedagogy. The Reading Curriculum Specialists will be responsible for support and review of progress monitoring through OGT practice assessments, small group development and literacy station implementation, assessment problem-solving, tutor management, and support of teacher mastery of reading strategies. The Math Curriculum Specialist will be responsible for support and review of GLI mastery, small group development and math station implementation, tutor management, lesson development, and support of teacher mastery of math strategies. Project-based curriculum assistance and data analysis will also be provided by the specialists at Linden-Mckinley.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.17.3) Provide job-embedded professional development focused on changing instructional practices and increasing teacher capacity through the use of Curriculum Specialists in Reading and Mathematics (Southmoor Middle School)

Description:

Provide ongoing, job-embedded, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Curriculum specialists in the areas of reading and mathematics will coach teachers in analyzing data to create appropriate small groups within classes, guide instruction to meet student needs, assist with developing and implementing classroom management strategies, and use research-based best practices in pedagogy. The Reading Curriculum Specialists will be responsible for support and review of progress monitoring through Text Reading Comprehension and DIBELS assessments, small group development and literacy station implementation, assessment problem-solving, tutor management, and support of teacher mastery of reading strategies. The Math Curriculum Specialist will be responsible for support and review of GLI mastery, small group development and math station implementation, tutor management, lesson development, and support of teacher mastery of math strategies.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.17.2) Provide job-embedded professional development focused on changing instructional practices and increasing teacher capacity through the use of Curriculum Specialists in Reading, Mathematics, and Science (West High School)

Description:

Provide ongoing, job-embedded, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Curriculum specialists in the areas of reading, mathematics, and science will coach teachers in analyzing data to create appropriate small groups within classes, guide instruction to meet student needs, assist with developing and implementing classroom management strategies, and use research-based best practices in pedagogy. The Reading Curriculum Specialists will be responsible for support and review of progress monitoring through small group development and literacy station implementation, assessment problem-solving, tutor management, and support of teacher mastery of reading strategies. The Math and Science Curriculum Specialists will be responsible for support and review of GLI mastery, small group development and math station implementation, tutor management, lesson development, and support of teacher mastery of math strategies.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.20) Promote effective parental involvement

AS 1.20.1) Effective parental involvement (Alum Crest High School)

Description:

Effective parental involvement will be promoted at the building and district level. There will be districtwide meetings with parent liaisons and parent consultants representing all buildings in the district. These meetings will occur on at least a quarterly basis. These parents will be given information on current practices and policies that affect their child's education. They will be be given instruction that will help them work with their children to improve academic achievement in reading and mathematics along with nutrition and health. The parent liaisons will be expected to carry back to their respective schools the information learned from the districtwide meetings. In addition, they will be expected to work with other parents at their schools to get them involved at the building level by serving on committees such as the School Leadership Team, and will be encouraged to be part of other important roles within the schools. The district will also have outreach programs for the families of our homesless students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.20.1) School Improvement - Meaningful parental involvement (COLUMBUS GLOBAL ACADEMY)

Description:

All schools will include parents as participants in school decision making, governance, and advocacy. Meaningful parental involvement may include: participation on the All School Improvement Team, PTA/PTO, SAIL or other school councils and committees. Each school has at least one parent consultant hired to facilitate parental engagement standards at their student's school. Each school's planning team must include a parent member. Global Academy will use SIG funds to increase Parent Involvement to develop a parent Welcome Center, outreach classes, and after-school programs.

Grant

Consolidated

Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.20.3) School Improvement - Meaningful parental involvement (Champion Middle School)

Description:

All schools will include parents as participants in school decision making, governance, and advocacy. Meaningful parental involvement may include: participation on the All School Improvement Team, PTA/PTO, SAIL or other school councils and committees. Each school has at least one parent consultant hired to facilitate parental engagement standards at their student's school. Each school's planning team must include a parent member. Champion will use SIG funds to strengthen their conntection to parents and the community by building on existing relationships with OSU East, Friends of Champion, and the parents consultant program.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.20.2) Effective parental involvement (Linden-Mckinley STEM School on Arcadia)

Description:

Linden-McKinley will use SIG funds for parent involvement for the following activities: Additional Open Houses (meet the teachers, art shows, student work, etc.) will be scheduled and promoted. Parent and teacher conferences will be promoted through mailings ands automated phone calls. Support staff assists teachers with contacting parents to schedule conferences. Refreshments will be served at open house and conferences; Parent/student breakfast; Parent/student field trips; Activities for Grandparents in the school Effective parental involvement will be promoted at the building and district level. There will be districtwide meetings with parent liaisons and parent consultants representing all buildings in the district. These meetings will occur on at least a quarterly basis. These parents will be given information on current practices and policies that affect their child's education. They will be be given instruction that will help them work with their children to improve academic achievement in reading and mathematics along with nutrition and health. The parent liaisons will be expected to carry back to their respective schools the information learned from the districtwide meetings. In addition, they will be expected to work with other parents at their schools to get them involved at the building level by serving on committees such as the School Leadership Team, and will be encouraged to be part of other important roles within the schools. The district will also have outreach programs for the families of our homesless students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.20.3) School Improvement - Meaningful parental involvement (Southmoor Middle School)

Description:

Southmoor will use SIG funds to hold monthly parent/teacher meetings. Parents come in monthly and receive professional development on what resources are available and on instructional strategies being utilized in the classroom. Parent Academy: parents are schooled on what GLI's and state standards are. They develop an understanding of what it means to be limited, basic, proficient, etc. They learn strategies for supporting learning at home. All schools will include parents as participants in school decision making, governance, and advocacy. Meaningful parental involvement may include: participation on the All School Improvement Team, PTA/PTO, SAIL or other school councils and committees. Each school has at least one parent consultant hired to facilitate parental engagement standards at their student's school. Each school's planning team must include a parent member.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.20.3) Parent Education (Weinland Park Elementary School)

Description:

Weinland Park Elementary will ask parents to attend required technology sessions on how to access Columbus City Schools Parent Portal (Classroom Connect) as well as complete various requirements including documentation of student support to assist child in earning a 1-1 computing device for home-based support. Using Student Response System, families will engage in one reading and one math Interactive Family Night.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.20.2) Parent Education (West High School)

Description:

Promote sense of community on the Hilltop by reinforcing "Pride on the Hilltop" by hiring a fulltime community liaison to coordinate PTA, parent outreach efforts, community engagement, etc. Create Community Project "Green" to involvement parents and community in academically rich school-related activities to strengthen connection with the staff and school.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.29) Reduction of non-academic barriers to improve student achievement

AS 1.29.1) Mental Health/Social Worker Services (Alum Crest High School)

Description:

Through partnership with agency (i.e. Directions for Youth, Children's Hospital) or hiring directly through CCS, a mental health/social work professional would work consistently with students to support social/emotional needs and teach strategies for coping. The goal is to decrease non-academic barriers to learning, increase attendance, decrease discilpine incidents, and help students develop coping and life-skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.29.1) Mental Health/Social Worker Services (Champion Middle School)

Description:

Through partnership with agency (i.e. Directions for Youth, Children's Hospital) or hiring directly through CCS, a mental health/social work professional would work consistently with students to support social/emotional needs and teach strategies for coping. The goal is to decrease non-academic barriers to learning, increase attendance, decrease discipline incidents, and help students develop coping and life-skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Contacts

Columbus City School District (043802) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Contacts

Funding Application Contact

Dannemiller, Jill

Substantially Approved Dates

Columbus City School District (043802) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
School Improvement Competitive 1003 (g)	Wednesday, July 21, 2010

Assurances

Columbus City School District (043802) - Franklin 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.