History Log

Crittenton Community School (143412) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

There are **11** status/comments. Displaying page: **1** of **1**

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/23/2010 1:27:18 PM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	7/21/2010 2:42:21 PM	Vanhorn, Gregory	Status changed to 'Authorized Representative Approved'.	S
	7/21/2010 2:25:06 PM	Henry, Barbara	Status changed to 'Fiscal Representative Approved'.	S
	7/21/2010 2:14:52 PM	Vanhorn, Gregory	Status changed to 'Revision Completed'.	S
	7/12/2010 11:32:09 AM	Harper, Kathy	Status changed to 'Consultant Returned Not Approved'.	S
	7/12/2010 11:07:54 AM	Vanhorn, Gregory	Status changed to 'Authorized Representative Approved'.	S
	7/12/2010 9:58:11 AM	Henry, Barbara	Status changed to 'Fiscal Representative Approved'.	S
	7/12/2010 9:57:57 AM	Henry, Barbara	Status changed to 'Revision Completed'.	S
	7/12/2010 9:47:00 AM	Henry, Barbara	Status changed to 'Fiscal Representative Returned Not Approved'.	S
	7/7/2010 9:40:10 AM	Vanhorn, Gregory	Status changed to 'Revision Completed'.	S
	7/1/2010 12:30:09 AM	System	Status changed to 'Revision Started'.	S

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Crittenton Community School (143412) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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Allocations

Crittenton Community School (143412) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Allocations

	(1)	SIGC	Total
Original	246,750.00		246,750.00
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	246,750.00		246,750.00

Budget

Crittenton Community School (143412) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (134)

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	132,250.00	22,500.00	0.00	5,000.00	20,000.00	0.00	179,750.00
Support Services	0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
Prof Development	7,000.00	1,081.50	13,918.50	0.00	0.00	0.00	22,000.00
Family/Community	0.00	0.00	0.00	4,000.00	0.00	0.00	4,000.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	6,000.00	0.00	0.00	0.00	6,000.00
Indirect Cost						0.00	0.00
Governance/Admin	8,650.00	1,350.00	0.00	0.00	0.00	0.00	10,000.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	147,900.00	24,931.50	44,918.50	9,000.00	20,000.00	0.00	246,750.00
						Adjusted Allocation	246,750.00
						Remaining	0.00

Application

Crittenton Community School (143412) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (134)

Needs Assessment

125 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).

Crittenton Community School (CCS)'s SIG application is supported by our LEA and Community School Leadership Team (CSLT) who have been involved in the OIP, reviewing current results, and planning for next year. As part of the Ohio Improvement Process (OIP), a team of school administrators, teachers and community members were organized to analyze student achievement data, discipline, attendance mobility, staffing, PD, assessment, and instruction. This team surveyed parents, students and staff and with the data and survey results determined a critical need for further student interventions in Reading and Math. In reviewing our status as a TIER I school, our planning team examined CCS's structure, personnel, student population, and achievement data. Our current principal replaced the previous principal in May 2009, and while some headway was made last year, several of the requirements for a Transformation model seemed promising, including incentives for improving performance and careful monitoring. Based on the results of the OAA (Spring 2009), short cycle and benchmarking test results from Study Island, the ODE "Success" site, a similar resource site called OASIS (through the Ohio Center for Essential School Reform), and surveys, we determined four specific needs for 2009-10. We modeled a "Baldrige Approach" in aligning our OIP, CCIP, and Strategic Planning. We made good progress on goals, which were to increase: 1) student test scores in Math measurement by 10% 2) student test scores by 10% in grade level vocabulary and short answer responses across all curricular areas and testing 3) parental communication and participation through a 20 % increase in attendance at events such as parent conferences and special events, and 4) the time devoted to professional development and curriculum planning by 20% involving our full-time and part-time faculty (especially summer months). CCS is still considered to be in Academic Emergency although we have been in the "Green" overall during the past 2 years for Value-Added data. We have meet ODE goals in test participation and two year attendance. Scores on the Ohio Achievement Assessment were as follows (with + or - gains/losses from 2008 in parentheses): 6th grade Math- 385 / 6th grade Reading- 395 / 7th grade Math-377 (+6) / 7th grade Reading- 376 (-1) / 7th grade Writing- 379 (+5) / 8th grade Math- 382 (+1) / 8th grade Reading- 379 (+0) / 8th grade Social Studies (+9) / 8th grade Science (+14). Due to student numbers below state thresholds, we had no sub groups to report. Parent surveys show high satisfaction with administration (90%) and communication (86%) . The approval rating for student accountability (75%) and resources teachers needs were less (67%). Four factors emerge as root causes for the lack of progress for students (1) the transient nature of the population; (2) the inconsistencies across the data (short cycle) and OAA; (3) inconsistencies in implementation; and (4) need to increase 1:1 instruction from 6 hours a week (the remainder of their schooling conducted through virtual and electronic learning). We believe more time with our students is essential to improved academics. For 2010-2011, we are employing an external Transformation Officer (TO) who will assist us with data interpretation and fidelity of implementation. Our staff includes many recent graduates who may lack the experience to make data-based decisions to achieve. Regarding our transient population, with the TO we will keep additional data on students, digging deeper to understand how we can best serve students, whether they are leaving because of success (and returning to their regular schools), or if students are moving, dropping out of programs, etc. Fidelity of implementation will be monitored through walk through, observations, teacher self-assessments, and conferencing. It will be coupled with a new Teacher Performance Evaluation system, and a merit pay incentive system.

Capacity To Implement

Design and implement interventions consistent with the final requirements:

A Tier I school, CCS is applying under the Transformation model. Our principal and 100% of full-time teaching staff are HQT: the Principal/Dir. of Special Education is administratively licensed, with 25 years of educational experience. Administration continues to be part of professional organizations (i.e. OAMSA, OASPA, CEC, OAPCS). Title 1 Reading and Math teachers are licensed and Highly Qualified. Our model continues to provide students with a 1:1 relationship with their outreach teacher. Our discipline rates are extremely low with only 3 students serving a total of 11 days of suspension this year. Community service and counseling are offered to repeat offenders as well as regular and special education identified students. Directions for Youth and Families (a United Way agency in Central Ohio) is a partner in offering counseling services to our students; many at no cost! They have also partnered with us in applying for and being awarded a 21st Century Grant that we are utilizing for reading and math tutoring after school. We also plan to carry over this tutoring to a 6 week summer session for each year of our 5 year grant. In terms of OAA results: 40% of our 6th graders; 59% of our 7th grade students and 68% of our 8th grade students are below ODE proficiency targets. We need immediate intervention in this area. Our goal is to increase teacher time devoted to instruction in reading and math and see a resultant increase of at least 10% on district and statewide testing. With the OAA, our students scored deficient in constructed response questioning in the spring of 2009. Examples were: 0.8 out of 2.0, 1.8 out of 4.0, 0.0 out of 2.0, 0.2 out of 2.0 in four different instances. Clearly we needed immediate intervention in this area. One goal is to increase student testing results by 10% in the area of constructed responses for questions across the curriculum. To plan our interventions we turned to our Decision Framework. Some of the key concerns, as well as evidence of our strengths follow: Professional Development *Application/Impact of Knowledge/Skills Learned through HQPD: High implementation School Climate (Level of Concern) *Student Attendance: Medium concern for grades 6, 7, 8, 9, *Multiple Risk Factors: High overall concern Results of our teacher opinions and surveys confirm that teachers want more resources to accelerate the highest level of student growth. We intend to use data research, assessment tools, professional development, and create new forms of resources for teachers. We also surveyed teachers regarding their satisfaction with this year's professional development. Sessions were ranked in terms of degree of value and the following are the highest rated in order: 1) Strategic Teaching (from a 2 day "Batelle for Kids" Institute Training) 2) Interactive Whiteboard Training 3) Strategic Short and Long-Term Planning for CSS 4) Using Benchmarking and Short-cycle assessments and 5) Student Portfolios. Teachers also want more training in lesson planning, data analysis, and differentiating instruction. We will implement RTI to address this. Building on this year's gains, teachers asked for curriculum mapping this summer, and assistance improving constructive responses as well as math number sense. We are well prepared to continue improving student growth if we can obtain funding to increase our people power and time with students. Our planning team has approved the following :(1) merit pay for teachers who raise student achievement; (2) assistance with policies and procedures for administrator and teacher performance evaluations (particularly for our 15 PT teachers) (3)focus on longer, constructed responses with students; (4) hire additional assistants to provide more 1:1 time with students; (5) increase security and safety through external PD. We will use a

Transformation Officer to facilitate monitoring fidelity of implementation.

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

Crittenton has established some tentative arrangements with external providers; however Crittenton is following ODE's policy and will complete a competitive bidding process as per instructions from ODE before any final agreements are reached. In seeking and finalizing agreements with providers, Crittenton will screen them according to: areas of expertise, experience, the fit between Crittenton's needs and recommendations, likely cost-effectiveness, and experience with similar populations (including urban, disadvantaged, and special education). Crittenton will advertise for providers and screen them per ODE standards. Final selection of providers will be made by CCS administration with assistance from its Board. The Transformation Officer (TO) is an important component of this plan. The TO will ensure that CCS is using data to implement a research-based and vertically aligned program. The TO will participate in any SIG training or related events and convey any updates back to CCS while collaborating with the school's CSLT. The TO will support administration in the roll-out of changes that will occur, and ensure that interventions are implemented with fidelity Crittenton has been engaged in recruiting external providers, and is establishing relationships with: Dr. Christine Mason, Executive Director of the Center for Educational Improvements is being considered to serve as the(TO).Dr. Mason is certified as a Stage 3 OIP implementer and has extensive experience coaching teachers and providing TA to charter schools administrators, and 30 years experience in special education, urban education, and educational reform. Dr. Mason has been working with charter schools in Washington DC for the past 5 years, providing technical assistance and practical, hands-on professional development. She will lead a group of experienced Ohio Trainers and be available both to provide in-person and web-based seminars and technical assistance. Mr. William Peterson with "CrossTech-Eduserve" will collaborate with Dr. Mason in implementing a professional development plan for next year. Mr. Peterson works with teams including master teachers. Two additional consultants have been identified for collaborating with CCS in implementing this SIG. (1) Dr. Gregory who has been assisting community schools with educational transformations and has teams of professionals who have trained educators in improving reading and math, as well as Marzano's strategies. (2) Dr. Tobergte from Xavier University has provided support in the development of this application and will also be available to provide in-person and web-based training; he has extensive experience in implementing school improvement,

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

Crittenton's Board is very engaged with our planning and oversight. The CSLT established through the OIP process provides a forum for reflection, problem solving and decision making among leaders and administrators. This includes establishing new policies and procedures as necessary. As Crittenton continues to implement PBIS and RTI more policies may be needed. Similarly, to implement increased hours of instructional service and a program for teacher professional growth plans (particularly targeting part time teachers), administration, the Board, and the CSLT will create policies that will drive these reforms. CCS' Board Members are Donna Evans, Chair; Robert Shelton, Vice Chair; Chad Readler, Past Chair; Orie Kristel; Jaki Allen; Scott Miller; Isabella Thomas; Jim Ziminski; and Ingrid Brownlee. Board members are actively involved in fundraising for the school. They are also involved in getting monthly reports on data as it relates to OAA testing and Study Island benchmarking reports. Board members are actively involved in Strategic Planning for the school and how the school needs to evolve in order to meet the needs of the students. In implementing this SIG, Board activities will be complimented by the Transformational Officer and Mr. Van Horn, the school principal. Our sponsor is St. Aloysius Orphanage out of Cincinnati, Ohio and their management company that governs our compliance with ODE standards is Charter School Specialists. Their offices are located in Pickerington, Ohio. The director is Dave Cash. He often encourages the 40 or so charter schools his company governs, to apply for grants that will help the school grow and excel. His staff is excited about our attempts. This proposal represents the commitment of a group of educators and community leaders who are highly supportive of the CCS's mission and vision for youth in need of alternative education.

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

Crittenton is a Tier I school.

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.

Directions For Youth and Families (DFYF) is a major partner. DFYF services include counseling, prevention, and family strengthening programs provided in clients' homes, schools, and neighborhoods. Programs address substance abuse, family violence, anger management, child abuse, neglect, delinquency, family dynamics, parenting and life skills issues. For this SIG, Dr. Mason (Center for Educational Improvement), William Peterson (CrossTech-Eduserve), Dr. Gregory (consultant), and Dr. Tobergte (Xavier University) are being considered as the major professionals to guide and monitor implementation of the proposed plan. We also collaborate with St. John's Catholic Church-inner city; Max and Erma who was a major sponsor for "Project Opportunities Water" for our school. We are a vendor for Columbus Public Schools and other school districts for special education students. We also partner with the Juvenile Probation Department. Following is a list of companies in the community that we've partnered with in the past either with the 5K run, Project Opportunity Water, the student showcase, and the invention convention last year or other reasons. All of these listed below were either donations or services rendered for no cost to us. Gina's Hair Salon Global Grandparenting Hooper Printing T-Shirt Charity Kroger (Bexley) Old Bag of Nails (Bexley) O'Neil Tents Drelyse African Restaurant Max and Erma's Easton Town CenterNorth Star Mozart's Bakery Columbus Symphony Orchestra Ohio Air National Guard (Guest speaker 3 or 4 years for Veteran's Day) The Word Church of God in Christ (Pastor Eddie spoke as a courtesy at PD) New Life Community Church (donated mattresses, sheets and pillows to a CCS student) Our community involvement is essential to supporting the purpose of our school. As we partner with outside businesses, we also strive to meet their needs

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.

CCS involved its major partners in preparing this proposal. Dr. Mason guided our review of our existing data and conclusions from our OIP process, and she and Mr. Van Horn listened to the input from teachers, parents, and CCS' board, incorporating their recommendations into the approach that is being proposed. Dr. Mason received her doctorate from The Ohio State University. in educational psychology/special education and has worked in inner-city Columbus, as well as being a professor and as a national Senior Research Associate for the Council for Exceptional Children (CEC) from 1997-2003. Her background lends itself to understanding the needs of our students, administrators, and teachers, as well as bringing the most promising practices to us for our consideration. CCS operates under the umbrella of Directions for Youth & Families. Their vision and mission follow: "We believe that every child, every family, is important to our world and our future. We believe in children - they are our investment in the future as well as our ethical obligation. Our mission to empower families and their children to make sound choices and achieve promising futures is not only one of philanthropy - it is one that is crucial to the well being of our society as a whole." Students in grades 6-9 enrolled at Crittenton develop individualized learning plans with our team of highly qualified teachers. The students receive: -one-on-one personalized instruction sessions with a teacher at the school, in a local library or at a DFYF community center -educational community field trips -preparation for transition into secondary and

post-secondary options -additional support for students and their families through services from Directions for Youth and Families Information from a recent press release from the DYF State of the Child Luncheon is an indicator of the high level of community involvement and the depth of the partnerships CCS and Directions for Youth and Families has with the community: Carl English, chair of Directions for Youth & Families' Board of Directors and American Electric COO, remarked "youth participants will share the challenges they have faced and the steps they have taken through the programs of Directions for Youth & Families that are helping them succeed. Young people from Directions' Ohio Avenue and Short Stop Youth Centers (many of whom are Crittenton students) will present jazz, vocal, and drum and dance performances. " The Crittenton CSLT was involved in reviewing outcomes from this year's implementation and making recommendations for this proposal. For this proposal to be successful, the ongoing buy-in and support of all major partners is essential and communication is key to the ongoing success. Because many relationships and procedures for dialogue have been established, it seems we are on the right path to bringing about significant change .

Goals, Strategies and Action Steps

G 1) Increase vocabulary and constructed answer responses across curriculum by 10%

Description:

By 2011-2012, all students in grades 6-8 will improve performance on the OAA and local assessments by 10% each year in reading, with emphasis on reading vocabulary and constructed answer responses across the curriculum

Performance Measure:

Increase vocabulary and constructed answer responses across curriculum by 10% on the OAA and local assessments

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$99,875
School Improvement Competitive 1003 (g) Total:		**$00**	**$99,875**
Grand Total:		**$00**	**$99,875**

S 1.1) Employ one reading resource teacher

Description:

Continue employment of one reading resource teacher

AS 1.1.1) Monitor fidelity of implementation (Crittenton Community School)

Description:

Targeted skills from professional development in 2010-2011 and in recent years will be monitored through monthly walk-throughs, observations, and coaching sessions.

S 1.2) Hire part-time tutors

Description:

Hire part-time tutors for after school/summer school program to increase reading vocabulary and constructed answer reponses by 10% on formal and informal assessments.

AS 1.2.3) Hire part-time tutors for School Improvement Grant

Description:

Hire part-time tutors for School Improvement Grant to increase instructional time with students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.1) Hire part-time tutors to increase growth and assesment scores in reading and math (Crittenton Community School)

Description:

Hire part-time tutors to increase growth and assessment scores in reading and math

AS 1.2.2) Data Anaylysis (Crittenton Community School)

Description:

Review, assess, and then develop an individual learning plan for each student based on students needs. Annually revisit learning plan and document progress and adapt learning as needed.

S 1.3) Lexia Learning software

Description:

Utilize Lexia Learning software to increase student academic growth in vocabulary and writing

AS 1.3.1) Purchase Lexia Learning software

Description:

Utilize Lexia Learning software to increase student growth in vocabulary and writing

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.1) Utilize Lexia Learning software (Crittenton Community School)

Description:

Utilize Lexia Learning software to increase vocabulary and comprehension skills for students

S 1.4) Response to Intervention (RTI) Coordinator

Description:

Employ RTI Coordinator

G 2) Increase Math Number Sense scores by 10%

Description:

By 2011-12, all students in grades 6-8 will improve performance on the OAA and local assessments by 10% each year with a focus on math number sense

Performance Measure:

Increase Math Number Sense scores by 10% each year on OAA and local assessments

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$89,875
School Improvement Competitive 1003 (g) Total:		**$00**	**$89,875**
Grand Total:		**$00**	**$89,875**

S 2.1) Employ one math resource teacher

Description:

Continue employment of one math resource teacher

S 2.2) Hire part-time tutors

Description:

Hire part-time tutors for after school/summer school program to increase math testing scores by 10 % or more

AS 2.2.2) Hire part-time tutors for School Improvement Grant

Description:

Hire part-time tutors for School Improvement Grant to increase instructional time with students

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

S 2.3) Study Island software program

Description:

Continue use of Study Island software as a supplement to teaching content standards in preparation for Ohio Achievement Assessment Testing and to check on student growth

G 3) Expand parent involvement and improve their knowledge/parenting skills

Description:

Parent involvement has already increased dramatically. In 2011-12 this increase will be maintained and expanded by 20%. This will be based upon higher participation in day to day involvement with CSS, attendance at conferences and day to day involvement in thematic school activities including phone calls to home, a monthly newsletter as well as improved participation in specific activities designed to improve their parenting skills and knowledge.

Performance Measure:

By 2011-12 current increases in parental involvement and communication will be maintained and expanded by 20% into day to day activities and attendance at specific parenting conferences,

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$19,500
School Improvement Competitive 1003 (g) Total:		**$00**	**$19,500**

Grand Total: **$00 $19,500**

S 3.1) Monthly newsletter

Description:

Use funds to print and mail monthly school newsletter to parents

Estimated Cost

$2,000.00

AS 3.1.1) Continue publication and distribution of monthly newsletter

Description:

Continue publication and distribution of monthly newsletter

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 3.2) Monthly family nights, workshops and conferences

Description:

Crittenton Community School will schedule monthly events for student and family evening activities in order to increase communication with parents and the community. This will be measured by an increase of 20% in attendance to these activities compared to previous events.

Estimated Cost

$5,000.00

AS 3.2.1) Monthly family nights, workshops and conferences

Description:

Create and implement monthly family nights, workshops and seminars

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.2.1) Create meaningful parental involvement (Crittenton Community School)

Description:

Create monthly schedule of events for student, parent, teacher and community involvement including: 5K run, Poetry Night, Celebration of excellence, parent homework help, portfolio celebration, motivational speaker, etc.

AS 3.2.4) Provide workshop information for parents (Crittenton Community School)

Description:

Talk with parents about younger siblings of Crittenton students and encourage families to be part of community network that provides head start opportunities for pre-school youngsters. Offer counseling services of our parent organization, Directions for Youth and Families (DFYF).

S 3.3) Provide Transportation

Description:

Provide transportation for parents and students to attend increased instructional time, parent conferences, meetings, open houses, celebrations of excellence, student showcases, etc.

AS 3.3.1) Provide Transportation for students and parents

Description:

Provide Transportation for students and parents to attend increased instructional time, parent conferences, meetings, open houses, celebrations of excellence, student showcases, etc.

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

S 3.4) Parent Notification of the School Improvement status

Description:

Issue notification of the school improvement status through U.S. mail

G 4) Increase Implementation of Skills/Knowledge from Professional Development

Description:

Professional Development will continued to be offered teachers and staff at the increased intensity which began in 2009-2010. For 2011, we will add an important monitoring and feedback component. The professional development will focus on RTI, specific math and reading skills, and training in areas identified by teachers.

Performance Measure:

Increase implementation of targeted skills from professional development training by 20% as measured monthly in walk-through observations, and coaching sessions as well as self-reports.

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$22,000
School Improvement Competitive 1003 (g) Total:		**$00**	**$22,000**
Grand Total:		**$00**	**$22,000**

S 4.1) Professional Development for Curriculum Enhancement

Description:

Employ outside consultant to work with faculty, in order to plan and implement meaningful student evaluation and data study.

AS 4.1.1) Employ consultant

Description:

Employ consultant

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 4.1.1) Professional Development (Crittenton Community School)

Description:

Utilize funds for Curriculum Coach to attend workshops and seminars that help educators to better serve special needs and at risk children. Pass this information on to teaching staff in the form of year long professional development

AS 4.1.5) On-going Professional Development for Special Education and At-Risk students (Crittenton Community School)

Description:

Professional development to enable teachers and school staff to deliver scientifically based academic instruction and behavioral interventions including Scientifically based literacy instruction, Instruction in the use of adaptive and instructional software and Provision of educational and behavioral evaluations, services and supports

S 4.2) HQT Status is documented

Description:

The School Principal is the single point-of-contact who works directly with school administrators and ODE staff on Highly Qualified issues. The district provides an annual orientation at the beginning of the school year and guidance to teachers regarding HQT requirements. It uses the ODE HQT forms and status sheet,, Title I Principal ,and District Attention forms to document and update HQT status of all teachers of core academic subjects, including new teachers and teachers teaching in programs supported with Title I funds, both public and non-public. The personnel office annually reviews the board policies and procedures regarding employment and HQT requirements. Specific activities and plans are identified for those individuals who need to become highly qualified. The human resources director provides oversight of the source documentation and records.

AS 4.2.1) Continue to provide growth opportunities for teaching faculty (Crittenton Community School)

Description:

Continue to offer CEU's through LPDC, opportunities for attendance to core curriculum workshops, seminars, and conferences.

S 4.3) 100% of teachers teaching core academic subjects meet HQT

Description:

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

S 4.4) Core academic HQT assignments are distibuted equally

Description:

Conduct an annual Teacher Distribution Data Analysis (TDDA) using the district's Teacher Distribution File (TDF) to identify where, and to what extent, any teacher distribution inequities exist on a school-by-school basis; by core subject area and school, by experience of teachers, the percentage of minority students taught by experienced or inexperienced and highly qualified or not highly qualified teachers, and the percentage of highly qualified and not highly qualified teachers in high poverty vs. low poverty schools. Implement strategies that align with data findings from the TDDA to resolve teacher inequities. Annually measure the district's progress in resolving any teacher inequities to ensure that all students are taught by highly qualified and effective teachers.

S 4.5) Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers

Description:

Crittenton Community School will utilize all the resources at hand, to develop good teaching practices for the benefit of students

S 4.6) Increase technology training and updates

Description:

Increase technology training and updates of staff by 20% to provide instruction and increased knowledge of software programs purchased for student growth. This will allow faculty to increase their short cycle assessment skills, benchmarking skills, and data collection skills all for the benefit of student instruction. This will utilize Title II-A funding.

Estimated Cost

$318.00

S 4.7) Provide Mentoring Program

Description:

Provide Mentoring Program that will allow teachers to fulfill obligations under new HB 1 plan.

AS 4.7.1) Teacher Mentoring Program (Crittenton Community School)

Description:

Crittenton Community School will provide for a teacher mentoring program through it's LPDC. We will hire a mentor to work with our new faculty members in the "Transition Resident Educator Program".

S 4.8) Special Education Intervention Specialist / Director

Description:

Employ Special Education Intervention Specialist / Director

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.

Crittenton's success is rooted in relationships. Foremost is our affiliation with Directors for Youth & Families, a United Way social service agency providing treatment and prevention services to over 7,000 youth annually, including counseling and support for at-risk 6th through 12th grade students. We also partner with traditional school districts, providing alternative services to school districts such as Columbus City, Whitehall City, and Grandview Heights City Schools. Moreover, students sometimes complete their virtual, online learning in Columbus Public Libraries. In serving our at-risk youth, CCS has a close relationship with the Columbus Department of Juvenile Probation. Our partners help to support our school through fund raising and serving as a place for student involvement. In implementing the Transformation Model, we will rely on our partners to continue to support our students and school through their continued donations and sponsorship of CCS' community events.

Continuation

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

Several factors support the sustainability of this proposal. By focusing intensely on fidelity of implementation, Response to Intervention (RTI), and a complementary system of teacher performance evaluations, CCS will be able to establish parameters for the future. Using a Transformational Officer will provide the necessary system of checks and balances to ensure that progress is made in this implementation. Secondly, several of the initiatives will be implemented by school leaders at CCS who will be able to facilitate these initiatives into the future, including training new staff in the protocol. Moreover, as staff demonstrate that they are unable to meet CCS' expectations, they will be given opportunities to improve, and ultimately removed if they do not demonstrate adequate progress. CCS is a part of the Columbus community and much of our work can be sustained by the generous support we receive from local businesses. Careful monitoring of our OIP will also establish a protocol for monitoring and implementation that will continue on beyond the life of the SIG. We also anticipate an increase in enrollment which will help bring in additional funds to increase our capacity. And we will hire a grant writer to help secure additional funds thorugh various foundation grants. CCS is currently toward the end of our first year in utilization of our 5 year 21st Century grant. We filed an intent to participate with the State of Ohio and the Ohio Department of Education in applying for Round 1 of the Reach to the Top (RttT) grant and we have submitted our intent to participate in Round 2 as well.

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)

We will meet and exceed our four goals related to improvements in reading (extended constructed responses and vocabulary), improvements in math (number sense), expanded parent involvement, and increased fidelity of implementation of knowledge and skills from Professional Development activities. CCS's goals will be implemented (as reported in our IMM) according to the following timeline. July: Award Notification and meeting with CSLT to finalize vendors and plans for implementation. Begin monthly meetings to make policies and review progress. Consider how to implement policy for merit pay and performance evaluations for teachers and school principal. July-August :Curriculum mapping and student involvement in summer programs (funded through existing resources) August : Planning facilitated by Transformation Officer with key teachers and administrators, followed by--back to school orientation. Review Goals and plans for implementation. August : Back to School Orientation and Workshop for Teachers and Staff. Professional Development covering new procedures and policies for RTI, Teacher Performance and Fidelity of Implementation, use of Smart Boards, and updates on Curriculum Mapping from summer. September: Begin bi-weekly PD sessions. This will begin with training on Constructed Responses and Math Number Sense. September: Beginning of targeted activities to maintain and increase parent involvement September- May: CSLT will meet monthly to establish policies, review directions, and make recommendations. September-January: Follow-up implementation with walk-throughs, observations, and teacher coaching. September: Administration and Transformation Officer map out plan and schedule for teacher performance evaluations; share with CSLT and make announcements November: First formal teacher performance evaluation occurs January: Second teacher performance evaluation for teachers with most serious deficits. Development of Professional Growth Plans Spring: Third Performance evaluation for staff on Growth Plans Spring: Final preparation for OAA and administration of tests; evaluation of results, and planning for next year begins. Similar time lines will occur in Years 2 and 3. In Year 3 there will be a strong emphasis on sustainability, including steps to secure additional funds. Each year results of short cycle assessments as well as OAA data will be used to inform the nature of professional development , monitoring and implementation, and planning for the future.

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?

Based on data in our Decision Framework we chose two academic goals: to improve constructed responses and vocabulary by 10% and to improve math Number Sense by 10%. Our other goals are informed by our desire to increase targeted types of parent involvement and also the need to improve the fidelity of implementation of knowledge and skills that teachers have learned through workshops. We use the built-in assessments for each of our core curricula:Reading Mastery, Saxon Math, and the Write Source, Our current data indicate that more than 50% of the students are below grade level. We will also rely on data from the fidelity of implementation monitoring, teacher reflection, and goals that are established with individual teachers to increase the efficacy of their approaches. As part of this effort and in implementing CCS individual student plans, feedback will also be obtained from students and parents throughout the year and those data used to facilitate planning and improvements.

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 provides resources to facilitate research-based strategies to improve outcomes for urban at-risk youth. This model will increase the skills of teachers and administrators, improve the academic rigor, and reward teachers and administrators who obtain the targeted academic and behavioral goals. To select the Transformation model the CSLT considered many factors, including the areas of growth and improvement, Academic growth was seen in the value added sections of OAA. Given that factor, the Board and CSLT decided that the most critical variables for CCS would be implementation of an incentive merit pay plan and monitoring of implementation of professional development, including revising CCS' teacher performance evaluation system, and instituting a more rigorous approach to developing and monitoring teacher professional growth plans. The most critical measures will be student achievement as measured on the OAA and whether or not CCS will meet its goals. However, Short Cycle Assessments, Study Island Pre-testing/ Benchmarking/ and Post-testing, classroom observations, and feedback from key stakeholders will facilitate the interventions that are needed to reach our goals.

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.

This budget supports the 4 primary CCS goals for the 2010-11 school year. Year 1/Year 2/Year 3 Instruction Salary (merit pay)10,500/10,500/10,500 Goals 1, 2, and 4 Salary (merit pay-part time staff) 15,750/15,750/15,750 Goals 1, 2, and 4 Salary (6 additional part time staff) 90,000/90,000/90,000 Goals 1, 2, and 4 Salary Stipend RTI Coordinator 6,000/6,000/6,000 Goals 1, 2, 3, and 4 Incentive pay for Administrator 10,000/10,000/10,000 Goals 1, 2, 3, and 4 For staff participation in summer curriculum mapping 7,000/7,000/4,000 Goals 1 and 2 Total Salaries139,250/139,250/136,250 Goals 1, 2, and 4 Fringe Benefits 22,500/22,500/22,500 Goals 1, 2, and 4 Supplies/Curriculum and materials supplements 5,000/5,000/5,000 Goals 1 and 2 Safety- AED 4 machines 2,400 Goals 1, 2, 3, and 4 Reading Lexia Curriculum * 10,000 Goals 1 and 2 Technology upgrades ** 20,000 Goals 1, 2, 3, and 4 Student incentives 3,500/3,500/3,500 Goals 1 and 2 Professional development 15,000/10,000/7,000 Goal 4 Family Community programs 4,000/2,000/2,000 Goal 3 Transportation 6,000/6,000/6,000 Goals 1, 2, and 4 Gov/Adm. 10,000/ 10,000/ 10,000 Goals 1, 2, 3, and 4 External Transformation Officer 15,000/12,000/10,000 Goals 1, 2, 3, and 4 Total 252,650/208,250/202,250 Total for 3 years 663,150; ave. 221,050 a year *Lexia is a software based reading program with an interactive interface that adapts to student levels of mastery ** Upgrading of server capacity to increase speed and capacity

252,650.00 FY11 proposed LEA budget

208,250.00 FY12 proposed LEA budget

202,250.00 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.

Crittenton, a Tier I community school, serves urban youth in grades 6-9 in Columbus, Ohio. All of our teachers and our administrators are HQ. Before arriving at CCS, 75% of CCS students have been held back at least one year; 76% read at or below the 4th grade level; 40% have active cases with the juvenile justice or child welfare systems: 85% of our students are economically disadvantaged. Crittenton serves an at-risk population providing services to Columbus and other adjacent school districts In some cases districts contract with CCS to provide an alternative program to students. The program includes 6 hours a week of 1:1 services and online instructional programs. Students complete these programs in public libraries, the school, or the DYFY Community Centers. Crittenton partners with several community businesses who assist with donations and/or sponsorship for CCS events and causes. Reviewing data from recent years, it is clear that CCS students have made some gains, particularly as reflected in our value-added data. Last years' in-service training on technology and Marzano's research provided the foundation for the goals for 2010-11. To address the needs of our students, CCS will implement four goals: 1) increase Math Number Sense scores by 10%; 2) increase vocabulary and constructed answer responses across the curriculum by 10%; 3) expand parent involvement and improve their knowledge/parenting skills and 4) increase implementation of skills/knowledge from professional development.. The OAA and several short-cycle formative evaluations will be used to measure performance. The interventions that will be used to support the transformation of the CCS program include:(1) merit pay for teachers who raise student achievement and also incentive funds for school administration, (2) assistance with policies and procedures for administrator and teacher performance evaluations (3) focus on extended constructed responses with students, vocabulary, and math number sense; (4) hire additional assistants to provide more 1:1 time with students; (5) increase security and safety through external Professional Development. We are also constantly working to update teachers' knowledge of technology. To facilitate curriculum implementation, a team will come together this summer to engage in curriculum mapping. We will implement a streamlined approach to Response to Intervention and a system of teacher performance monitoring (focusing particularly on our part-time teaching staff). Dr. Mason will be designated as our TO to facilitate monitoring and fidelity of implementation. Our Board and CSLTare supportive of this approach. Xavier University, the Center for Educational Improvement, and CrossTech-Eduserve will provide professional development and technical assistance to CCS. (Note that while providers are identified here, CCS will follow ODE requirements for competitive bidding and no agreement has been finalized with any of the identified providers), The interventions that will be used are all research-based. For example, Response to Intervention (NASDSE, 2005) incorporates key assumptions that all children can be effectively taught, that early intervention is critical, and that multi-tiered and differentiated instruction is essential. Our existing policies for teacher performance evaluations are being reviewed and will be revised. Administrative evaluations will also be revised to reflect important components of this SIG. All of the aforementioned efforts and planning are geared to serve the needs of children in Central Ohio.

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 Gregory R. VanHorn, Principal and Superintendent Designee Crittenton Community School 4/30/2010

SI Building Overview

Crittenton Community School (143412) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

There is **1** Building. 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
143412	Crittenton Community School	Tier I	SI 4	125	0.00	0.00	0.00	☑	☐	Transformatic
OAA, Study Island, Surveys(Student, Parent, Teacher, Community), Attendance Rate, Value-Added Data										

Plan Relationships

Crittenton Community School (143412) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (134)

Go To

Related Goals

G 1) Increase vocabulary and constructed answer responses across curriculum by 10%

Description:

By 2011-2012, all students in grades 6-8 will improve performance on the OAA and local assessments by 10% each year in reading, with emphasis on reading vocabulary and constructed answer responses across the curriculum

Performance Measure:

Increase vocabulary and constructed answer responses across curriculum by 10% on the OAA and local assessments

Fiscal Resources

Grant	Notes	2010	2011
21st Century			
21st Century		$100,000	$56,160
21st Century Total:		**$100,000**	**$56,160**
Consolidated			
Title I		$00	$37,294
School Improvement Sub A, Title I		$60,000	$00
Special Education, Part B-IDEA		$19,069	$00
Consolidated Total:		**$79,069**	**$37,294**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I		$23,000	$22,469
ARRA Special Education, Part B-IDEA		$8,872	$6,016
The American Recovery and Reinvestment Act (ARRA) Total:		**$31,872**	**$28,485**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$99,875
School Improvement Competitive 1003 (g) Total:		**$00**	**$99,875**
Grand Total:		**$210,941**	**$221,814**

S 1.1) Employ one reading resource teacher

Description:

Continue employment of one reading resource teacher

S 1.2) Hire part-time tutors

Description:

Hire part-time tutors for after school/summer school program to increase reading vocabulary and constructed answer reponses by 10% on formal and informal assessments.

S 1.3) Lexia Learning software

Description:

Utilize Lexia Learning software to increase student academic growth in vocabulary and writing

S 1.4) Response to Intervention (RTI) Coordinator

Description:

Employ RTI Coordinator

G 2) Increase Math Number Sense scores by 10%

Description:

By 2011-12, all students in grades 6-8 will improve performance on the OAA and local assessments by 10% each year with a focus on math number sense

Performance Measure:

Increase Math Number Sense scores by 10% each year on OAA and local assessments

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$55,323	$37,294
Consolidated Total:		**$55,323**	**$37,294**
21st Century			
21st Century		$100,000	$56,160
21st Century Total:		**$100,000**	**$56,160**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I		$23,000	$00
ARRA Special Education, Part B-IDEA		$8,873	$00
The American Recovery and Reinvestment Act (ARRA) Total:		**$31,873**	**$00**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$89,875
School Improvement Competitive 1003 (g) Total:		**$00**	**$89,875**
Grand Total:		**$187,196**	**$183,329**

S 2.1) Employ one math resource teacher

Description:

Continue employment of one math resource teacher

S 2.2) Hire part-time tutors

Description:

Hire part-time tutors for after school/summer school program to increase math testing scores by 10 % or more

S 2.3) Study Island software program

Description:

Continue use of Study Island software as a supplement to teaching content standards in preparation for Ohio Achievement Assessment Testing and to check on student growth

G 3) Expand parent involvement and improve their knowledge/parenting skills

Description:

Parent involvement has already increased dramatically. In 2011-12 this increase will be maintained and expanded by 20%. This will be based upon higher participation in day to day involvement with CSS, attendance at conferences and day to day involvement in thematic school activities including phone calls to home, a monthly newsletter as well as improved participation in specific activities designed to improve their parenting skills and knowledge.

Performance Measure:

By 2011-12 current increases in parental involvement and communication will be maintained and expanded by 20% into day to day activities and attendance at specific parenting conferences,

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$2,650	$100
Technology, Title II-D (Formula)		$00	$213
Consolidated Total:		**$2,650**	**$313**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I		$5,000	$00
The American Recovery and Reinvestment Act (ARRA) Total:		**$5,000**	**$00**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$19,500
School Improvement Competitive 1003 (g) Total:		**$00**	**$19,500**
Grand Total:		**$7,650**	**$19,813**

S 3.1) Monthly newsletter

Description:

Use funds to print and mail monthly school newsletter to parents

Estimated Cost

$2,000.00

S 3.2) Monthly family nights, workshops and conferences

Description:

Crittenton Community School will schedule monthly events for student and family evening activities in order to increase communication with parents and the community. This will be measured by an increase of 20% in attendance to these activities compared to previous events.

Estimated Cost

$5,000.00

S 3.3) Provide Transportation

Description:

Provide transportation for parents and students to attend increased instructional time, parent conferences, meetings, open houses, celebrations of excellence, student showcases, etc.

S 3.4) Parent Notification of the School Improvement status

Description:

Issue notification of the school improvement status through U.S. mail

G 4) Increase Implementation of Skills/Knowledge from Professional Development

Description:

Professional Development will continued to be offered teachers and staff at the increased intensity which began in 2009-2010. For 2011, we will add an important monitoring and feedback component. The professional development will focus on RTI, specific math and reading skills, and training in areas identified by teachers.

Performance Measure:

Increase implementation of targeted skills from professional development training by 20% as measured monthly in walk-through observations, and coaching sessions as well as self-reports.

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
School Improvement Sub A, Title I		$17,152	$00
School Improvement Sub G, Title I		$3,520	$00
Improving Teacher Quality, Title II-A		$3,547	$3,542
Technology, Title II-D (Formula)		$618	$71
Safe and Drug-Free Schools (SDFSC), Title IV-A		$800	$00
Special Education, Part B-IDEA		$00	$19,616
Consolidated Total:		**$25,637**	**$23,229**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I		$4,000	$00
ARRA Special Education, Part B-IDEA		$2,720	$00
The American Recovery and Reinvestment Act (ARRA) Total:		**$6,720**	**$00**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$22,000
School Improvement Competitive 1003 (g) Total:		**$00**	**$22,000**
Grand Total:		**$32,357**	**$45,229**

S 4.1) Professional Development for Curriculum Enhancement

Description:

Employ outside consultant to work with faculty, in order to plan and implement meaningful student evaluation and data study.

S 4.2) HQT Status is documented

Description:

The School Principal is the single point-of-contact who works directly with school administrators and ODE staff on Highly Qualified issues. The district provides an annual orientation at the beginning of the school year and guidance to teachers regarding HQT requirements. It uses the ODE HQT forms and status sheet,, Title I Principal ,and District Attention forms to document and update HQT status of all teachers of core academic subjects, including new teachers and teachers teaching in programs supported with Title I funds, both public and non-public. The personnel office annually reviews the board policies and procedures regarding employment and HQT requirements. Specific activities and plans are identified for those individuals who need to become highly qualified. The human resources director provides oversight of the source documentation and records.

S 4.3) 100% of teachers teaching core academic subjects meet HQT

Description:

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

S 4.4) Core academic HQT assignments are distibuted equally

Description:

Conduct an annual Teacher Distribution Data Analysis (TDDA) using the district's Teacher Distribution File (TDF) to identify where, and to what extent, any teacher distribution inequities exist on a school-by-school basis; by core subject area and school, by experience of teachers, the percentage of minority students taught by experienced or inexperienced and highly qualified or not highly qualified teachers, and the percentage of highly qualified and not highly qualified teachers in high poverty vs. low poverty schools. Implement strategies that align with data findings from the TDDA to resolve teacher inequities. Annually measure the district's progress in resolving any teacher inequities to ensure that all students are taught by highly qualified and effective teachers.

S 4.5) Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers

Description:

Crittenton Community School will utilize all the resources at hand, to develop good teaching practices for the benefit of students

S 4.6) Increase technology training and updates

Description:

Increase technology training and updates of staff by 20% to provide instruction and increased knowledge of software programs purchased for student growth. This will allow faculty to increase their short cycle assessment skills, benchmarking skills, and data collection skills all for the benefit of student instruction. This will utilize Title II-A funding.

Estimated Cost

$318.00

S 4.7) Provide Mentoring Program

Description:

Provide Mentoring Program that will allow teachers to fulfill obligations under new HB 1 plan.

S 4.8) Special Education Intervention Specialist / Director

Description:

Employ Special Education Intervention Specialist / Director

Related District/Agency Plan Action Steps

G 1) Increase vocabulary and constructed answer responses across curriculum by 10%

S 1.2) Hire part-time tutors

AS 1.2.3) Hire part-time tutors for School Improvement Grant

Description:

Hire part-time tutors for School Improvement Grant to increase instructional time with students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) Lexia Learning software

AS 1.3.1) Purchase Lexia Learning software

Description:

Utilize Lexia Learning software to increase student growth in vocabulary and writing

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Increase Math Number Sense scores by 10%

S 2.2) Hire part-time tutors

AS 2.2.2) Hire part-time tutors for School Improvement Grant

Description:

Hire part-time tutors for School Improvement Grant to increase instructional time with students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 3) Expand parent involvement and improve their knowledge/parenting skills

S 3.1) Monthly newsletter

AS 3.1.1) Continue publication and distribution of monthly newsletter

Description:

Continue publication and distribution of monthly newsletter

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 3.2) Monthly family nights, workshops and conferences

AS 3.2.1) Monthly family nights, workshops and conferences

Description:

Create and implement monthly family nights, workshops and seminars

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 3.3) Provide Transportation

AS 3.3.1) Provide Transportation for students and parents

Description:

Provide Transportation for students and parents to attend increased instructional time, parent conferences, meetings, open houses, celebrations of excellence, student showcases, etc.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 4) Increase Implementation of Skills/Knowledge from Professional Development

S 4.1) Professional Development for Curriculum Enhancement

AS 4.1.1) Employ consultant

Description:

Employ consultant

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Increase vocabulary and constructed answer responses across curriculum by 10%

S 1.1) Employ one reading resource teacher

AS 1.1.1) Monitor fidelity of implementation (Crittenton Community School)

Description:

Targeted skills from professional development in 2010-2011 and in recent years will be monitored through monthly walk-throughs, observations, and coaching sessions.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.2) Hire part-time tutors

AS 1.2.1) Hire part-time tutors to increase growth and assesment scores in reading and math (Crittenton Community School)

Description:

Hire part-time tutors to increase growth and assessment scores in reading and math

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.2) Data Anaylysis (Crittenton Community School)

Description:

Review, assess, and then develop an individual learning plan for each student based on students needs. Annually revisit learning plan and document progress and adapt learning as needed.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) Lexia Learning software

AS 1.3.1) Utilize Lexia Learning software (Crittenton Community School)

Description:

Utilize Lexia Learning software to increase vocabulary and comprehension skills for students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 3) Expand parent involvement and improve their knowledge/parenting skills

S 3.2) Monthly family nights, workshops and conferences

AS 3.2.1) Create meaningful parental involvement (Crittenton Community School)

Description:

Create monthly schedule of events for student, parent, teacher and community involvement including: 5K run, Poetry Night, Celebration of excellence, parent homework help, portfolio celebration, motivational speaker, etc.

Grant

Consolidated

School Improvement Sub A, Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.2.4) Provide workshop information for parents (Crittenton Community School)

Description:

Talk with parents about younger siblings of Crittenton students and encourage families to be part of community network that provides head start opportunities for pre-school youngsters. Offer counseling services of our parent organization, Directions for Youth and Families (DFYF).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 4) Increase Implementation of Skills/Knowledge from Professional Development

S 4.1) Professional Development for Curriculum Enhancement

AS 4.1.1) Professional Development (Crittenton Community School)

Description:

Utilize funds for Curriculum Coach to attend workshops and seminars that help educators to better serve special needs and at risk children. Pass this information on to teaching staff in the form of year long professional development

Grant

Consolidated

School Improvement Sub A, Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 4.1.5) On-going Professional Development for Special Education and At-Risk students (Crittenton Community School)

Description:

Professional development to enable teachers and school staff to deliver scientifically based academic instruction and behavioral interventions including Scientifically based literacy instruction, Instruction in the use of adaptive and instructional software and Provision of educational and behavioral evaluations, services and supports

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 4.2) HQT Status is documented

AS 4.2.1) Continue to provide growth opportunities for teaching faculty (Crittenton Community School)

Description:

Continue to offer CEU's through LPDC, opportunities for attendance to core curriculum workshops, seminars, and conferences.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 4.7) Provide Mentoring Program

AS 4.7.1) Teacher Mentoring Program (Crittenton Community School)

Description:

Crittenton Community School will provide for a teacher mentoring program through it's LPDC. We will hire a mentor to work with our new faculty members in the "Transition Resident Educator Program".

Grant

Consolidated

School Improvement Sub A, Title I

Improving Teacher Quality, Title II-A

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Contacts

Crittenton Community School (143412) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Contacts

Funding Application Contact

Vanhorn, Gregory

Substantially Approved Dates

Crittenton Community School (143412) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
School Improvement Competitive 1003 (g)	Monday, July 12, 2010

Assurances

Crittenton Community School (143412) - 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.